

YEAR 2 WRITING ASSESSMENT

NAME: _____

CLASS: _____

JUDGEMENT:

Aut	Spr	Sum

1	Entering	A child is just starting to work within that year group's objectives.
2	Within	A child has achieved a significant number of objectives within that year group. (50%)
3	Secure	A child has achieved the vast majority of objectives within that year group. (90%) <i>In order to be secure, a child must achieve 100% of key indicators (red).</i>

ASSESSMENT NEEDS TO BE ACROSS A RANGE OF TEXTS TO INCLUDE A BALANCE OF FICTION, NON-FICTION AND POETRY.

AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	SPELLING	HANDWRITING
Plans for writing in a variety of ways (e.g. role-play, drama, diagrams, story maps, discussion). <i>(*Partly judged by outcome.)</i>	Demarcates sentences according to function.	Uses simple structures appropriate to the type of writing (simple chronology, numbered instructions). <i>(Appropriate form.)</i>	Segments spoken words into phonemes and represents these by graphemes, spelling many correctly.	Uses some diagonal and horizontal strokes to join letters.
Collects and uses ideas and/or key words, including new vocabulary specific to purpose which may be drawn from reading.	Writes grammatically correct sentences with different forms appropriate to purpose: statements, questions, exclamations, commands.	Sometimes groups related ideas together.	Spells phonemes for which one or more spellings are already known, and uses a few common homophones in context. See English Appendix 1 for Y2	Forms lower case letters, capital letters and digits of uniform size and orientation in relationship to one another.
Writes appropriately for different purposes, including personal experiences and those of others (real and fictional).	Uses expanded noun phrases, adjectives and -ly adverbs to describe and specify and qualify (the fiery dragon; he ran quickly; it was very exciting).	Creates simple sequences of ideas and events.	Spells most common exception words accurately.	Spaces words appropriately, according to letter size.
Writes simple poems.	Uses present and past tense correctly and consistently, including the progressive form to mark actions in progress (is/was running).	Links related sentences, e.g. through consistency of tense, pronoun reference (he, she, they), conjunctions, and familiar adverbs (today, next).	Spells more words with contracted forms as detailed in English Appendix 1 Y2.	
Re-reads writing to check for meaning and the correct, consistent use of <u>tense</u> , making simple additions, revisions and corrections where appropriate. <i>(*Partly judged by outcome.)</i>	Uses co-ordination to join clauses (and, but, or).		Adds suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. See English Appendix 1 Y2 <i>(Must spell correctly.)</i>	
	Uses some subordination to link clauses (when, if, that, because).			
Works with others to evaluate and improve writing e.g. through class / group discussion, peer-marking and use of success criteria.	Demonstrates some understanding of written standard English through the use of correct subject/verb agreement, e.g. He was eating as opposed to he were eating.			
Reads own writing aloud, with appropriate intonation to make the meaning clear.	Uses commas to separate items in a list.			
	Uses apostrophes for contracted forms.			
	Uses apostrophes for singular possession in nouns.			
	Uses the grammatical terminology in English Appendix 2 Y1 - 2 when discussing own and others' writing.			

**All italics - LPS addition*
Red text: Key indicators. Evidence in children's independent writing. (100% for secure.)
Black text: Requires assessment by other means (eg class/group observations).
Green text: To be assessed through written work and other observations but used to inform, not over-rule, overall judgement. (Separately tested at end of KS.)