

Writing Assessment Framework Year 2

To be working at Expected at the end of each term in Year 2, pupils must:										Key: Most – Occasional errors. Many – Frequently shown but not consistent. Some – Shown on occasions but not frequently.											
	Dimensions of PoS	Key Learning – Autumn Term	Dates and/or evidence of pieces of work					Key Learning – Spring Term	Dates and/or evidence of pieces of work					Key Learning – Summer Term	Dates and/or evidence of pieces of work						
Transcription	Handwriting Refer to appropriate stage in school's scheme when assessing.	Lower case letters are of a correct and consistent size.						Lower case letters are of a correct and consistent size.						Beginning to use some of the diagonal and horizontal strokes needed to join letters once correct orientation is mastered.							
		Capital letters are of the correct size, orientation and relationship to one another and lower case letters.						Capital letters are of the correct size, orientation and relationship to one another and lower case letters.													
		Spaces are used between words.						Use spacing between words that reflects the size of the letters.													
		Digits are written correctly and are consistent in size.						Digits are written correctly and are consistent in size.													
	Spelling (encoding) Refer to appropriate stage in school's scheme when assessing.	Segments spoken words into phonemes by representing with graphemes, spelling many correctly						Can spell words with contracted form.						Can add suffixes to spell longer words (-ment, -ness)							
		Applies knowledge of alternative sounds when spelling.						Can spell compound words.													
		Spells words ending in the suffix -er correctly.						Can add suffixes to spell longer words (-ful, -ly, -less, -est, -er)						Can spell all of the common exception words in independent writing.							
		Applies taught spelling rules as listed in English Appendix 1.						Applies taught spelling rules as listed in English Appendix 1.													
		Is beginning to spell common exception words in independent writing.						Can spell most of the common exception words in independent writing.						Applies taught spelling rules as listed in English Appendix 1.							
	Composition	Punctuation	Uses capital letters and full stops to demarcate sentences.						Can write an exclamatory sentence using an exclamation mark.						Shows some evidence of the singular possessive apostrophe.						
Uses question marks to demarcate sentences.								Uses apostrophes for contractions.													
Uses exclamation marks for a change of voice.								Uses commas to separate items in a list.													
Grammar		Uses co-ordination (<i>and, or, but</i>).						Use subordination (<i>when, if, that, because</i>).						Uses and punctuates correctly, the 4 sentence types.							
		Uses expanded noun phrases to describe and specify.						Learn to use exclamation and command sentences.													
		Use statements and questions.						Uses the present and past tense correctly.						Uses the present and past tense correctly and consistently including the progressive form.							
		Uses the past tense correctly and consistently.																			
Text Structure and organisation		Can write in the past tense when writing a narrative or recounting a real event.						Can write in the present tense when writing non-fiction (non-chronological report).						Uses the correct choice of tense more independently when writing.							
Composition		Can write narratives about personal experiences. (<i>The use of I can be evidenced</i>)						Can write narratives about those of others (retell and innovate an ending).						With independence, writes a narrative (fictional).							
		Can write a retelling of a story.						Can write for different purposes (instructions)						With independence, writes about a real event (recount).							
		Can write about a real event.	Can write a non-chronological report.						Can write a non-chronological report.						With independence, can write and correctly structure instructions.						
			Can write poetry.												With independence can write poetry.						
															Can re-read to check that their writing makes sense and tenses are correct.						
													Can proof-read to check for errors in spelling, grammar and punctuation.								