



**Bentley St Paul's Primary School**  
**Writing Assessment Grids**



**Y2 Writing Assessment Grid**

Date and genre of work:									Overall
<b>Working towards the expected standard in Y2</b>									
<b>The pupil can, after discussion with the teacher:</b>									
Write sentences that are sequenced to form a short narrative (real or fiction)									
Demarcate some sentences with capital letters and full stops									
Segment spoken words into phonemes and represent these by grapheme, spelling some words correctly and making phonically-plausible attempts at others									
Spell some common exception words									
Form lower-case letters in the correct direction, starting and finishing in the right place									
Form lower-case letters of the correct size relative to one another in some of their writing									
Using spacing between words									
<b>Working at the expected standard in Y2</b>									
<b>The pupil can, after discussion with the teacher:</b>									
Write simple, coherent narratives about personal experiences and those of others (real or fictional)									
Write about real events, recording simply and clearly									
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required									
Use present and past tense mostly correctly and consistently									
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses									
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others									
Spell many common exception words									
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters									
Use spacing between words that reflects the size of the letters									
<i>*Use expanded noun phrases for description</i>									
<i>*Know the difference between a statement, question, exclamation and command</i>									
<i>*Begin to demarcate sentences with exclamation marks, commas in lists apostrophes for contraction and apostrophes for singular possession</i>									
<b>Working at greater depth in Y2</b>									
<b>The pupil can, after discussion with the teacher:</b>									
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing									
Make simple additions, revision and proof-reading corrections to their own writing									
Use the punctuation taught at KS1 mostly correctly									
Spell most common exception words									
Add suffixes (e.g. -ment, -ness, -ful, -less, -ly) to spell most words correctly in their writing									
Use the diagonal and horizontal strokes needed to join some letters									
<i>*Demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession</i>									

*\*these statements are not in the assessment framework but they support coherence*



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Year 2 POS	Pupils should be taught to
Writing Transcription – Spelling  (See <a href="#">English Appendix 1</a> )	<ul style="list-style-type: none"> <li>• spell by:               <ul style="list-style-type: none"> <li>○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>○ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>○ learning to spell common exception words</li> <li>○ learning to spell more words with contracted forms</li> <li>○ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>○ distinguishing between homophones and near-homophones</li> </ul> </li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>• <b>common exception words – door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</b></li> </ul>
Writing Transcription - Handwriting	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>
Writing – Composition	<ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>○ writing narratives about personal experiences and those of others (real and fictional)</li> <li>○ writing about real events</li> <li>○ writing poetry</li> <li>○ writing for different purposes</li> </ul> </li> <li>• consider what they are going to write before beginning by:               <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> <li>○ writing down ideas and/or key words, including new vocabulary</li> <li>○ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• make simple additions, revisions and corrections to their own writing by:               <ul style="list-style-type: none"> <li>○ evaluating their writing with the teacher and other pupils</li> <li>○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:               <ul style="list-style-type: none"> <li>○ learning how to use both familiar and new punctuation correctly - see <a href="#">English Appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>○ learn how to use:                   <ul style="list-style-type: none"> <li>○ sentences with different forms: statement, question, exclamation, command</li> <li>○ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>○ the present and past tenses correctly and consistently, including the progressive form</li> <li>○ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>○ the grammar for year 2 in <a href="#">English Appendix 2</a></li> <li>○ some features of written Standard English</li> </ul> </li> </ul> </li> <li>• use and understand the grammatical terminology in <a href="#">English Appendix 2</a> in discussing their writing</li> </ul>

**Appendix 2 (Year 2 Content)**

**Word** Formation of **nouns** using **suffixes** such as *–ness, –er* and by compounding [for example, *whiteboard, superman*]

Formation of **adjectives** using **suffixes** such as *–ful, –less* (A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1)

Use of the **suffixes** *–er, –est* in **adjectives** and the use of *–ly* in Standard English to turn adjectives into **adverbs**

**Sentence Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]

**How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

**Text** Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

**Punctuation** Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Commas to separate items in a list

**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

**Terminology** noun, noun phrase statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma