

Writing

Age related expectations Assessment Grid for Writing: Year 2

Name _____

Class- Y1

Y2

Y3

Y4

Y5

	I can start!	I can link!	I can write it!	My Punctuation	My Spelling	My Presentation
Y e a r 2 : E m e r g i n g	Using time connectives to start sentences:	Understand and uses some coordinating conjunctions. Examples of coordinating conjunctions: <ul style="list-style-type: none"> • <i>for</i> • <i>and</i> • <i>nor</i> • <i>but</i> • <i>or</i> • <i>yet</i> • <i>so</i> <i>(FANBOYS)</i>	Able to use prepositions and describe what they are. Adverbs are used to describe the verb. Adjective choices are becoming more specific and ambitious, eg. 'it was a glorious day', rather than 'it was a sunny day'. Story writing relates to child's personal experience. Children confidently write captions and labels. There is a balance of compound and simple sentences. All events are in a logical order and link. Ideas and key words are beginning to be drafted before main body of writing is completed. Children routinely expand noun phrases such as 'the blue car'.	Finger spaces, and capital letters are used accurately all of the time - including for proper nouns. Exclamation marks and question marks are usually used accurately.	Able to read and spell 50 words and 10 irregular from the 100 Y2 word list. Common exception words are misspelt less often. Patterns: dge/ge, for g (bridge, bulge) C before E I before Y Wr (<i>write</i>) Le (<i>table</i>) El (<i>camel</i>) Al (<i>metal</i>) Il (<i>fossil</i>)	Letter formation is accurate with some evidence of joining letters.
Y e a r 2 : M e e t i n g	Starting to show some use of adverbs to begin sentences: eg. <i>'Promptly the school bell sounded...'</i> Other examples: <ul style="list-style-type: none"> • Suddenly • Luckily 	Children understand the use of subordinate conjunctions to show time and place. Examples of subordinate conjunctions: <ul style="list-style-type: none"> • <i>when</i> • <i>if</i> • <i>that</i> • <i>because</i> • <i>before</i> <i>'I will wash the dishes when I have finished my homework.'</i>	Able to write different sentence types: statement, question, exclamation and command. Similes are being used. When writing stories openings and endings are becoming more sustained. Past and present tenses are used correctly and consistently Children draft, edit and write final pieces to identify and show improvements. Writing holds the interest of the reader. Work is proof read to check for errors in spelling. Children are beginning to understand and recall features of different text types	Exclamation marks and question marks are consistent in accuracy. Commas are used to separate items in a list. Apostrophe is being used to show omission, for example do not becomes don't. Beginning to use apostrophe for singular possession, eg. <i>Laura's dog</i>	Able to read and spell 90 words from the 100 Y2 word list. Patterns (Endings): Y at the end (fly, July) es to nouns/ verbs (flies) Adding -ed, -ing, -er, -ing, -ed, est, -tion Last letter doubles (saddest)	Joining of handwriting has developed further so that most descenders are joined. Handwriting is always legible. No mixing of upper and lower case letters can be seen.
Y e a r 2 A d v a n c i n g	Independently applying a range of sentence openers. Choices are clear for effect and fit the sentence, eg. 'Suddenly the volcano erupted', rather than 'Suddenly I went for a run.'	Children understand and consistently use subordinate conjunctions to show cause and effect. Eg. 'George held Julie's hand because it was shaking with fear.'	Children routinely write different sentence types and can identify them in their own work and other written texts: command, exclamation, question and statement. Organisation of writing is always specific to purpose and choices are made independently. Sentence length is chosen for effect. Able to consistently and correctly write in past and present tense and describe this. Writing is organised into sections or paragraphs. Children understand and recall features of different text types. Stories have interesting endings that have been carefully thought out. Consistently uses first or third person. Takes time to describe characters and events in stories. Uses specific nouns eg 'poodle' rather than dog. Descriptions are clear and detailed.	Commas in a list used consistently and correctly. Commas are sometimes used following an starter. Some awareness of speech marks being shown.	Able to read and spell all 100 words from the Y2 list. Uses a dictionary to check spellings	Children have a consistently joined handwriting style including joining of descenders.