

| Working towards the Y2 expected standard... (B/B+) | | | Evidence over 6 pieces of writing | | | | | | | |
|--|--|--|-----------------------------------|-----------|--|------------|--|--|--|--|
| | | | Date: | | | | | | | |
| | | | | Evidence: | | Text type: | | | | |
| Spelling | Spell most 100 high frequency words | | | | | | | | | |
| | Apply all of the spelling patterns from the year 1 NC | | | | | | | | | |
| H/W | Form lower-case letters of the correct size relative to one another | | | | | | | | | |
| | Start using some diagonal and horizontal strokes | | | | | | | | | |
| | Write capital letters and digits 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 | | | | | | | | | |
| Punctuation | Beginning to punctuate with | Capital letter | | | | | | | | |
| | | Full stop | | | | | | | | |
| | | Question mark | | | | | | | | |
| | | Exclamation mark | | | | | | | | |
| | Use a capital letter for | Names of people | | | | | | | | |
| | | Places | | | | | | | | |
| | | Days of the week | | | | | | | | |
| | | Personal pronoun I | | | | | | | | |
| Composition and Grammar | Leave spaces between words | | | | | | | | | |
| | Join words and clauses using and | | | | | | | | | |
| | Know how words can combine to make sentences | | | | | | | | | |
| | Use and apply | Letter, Capital letter | | | | | | | | |
| | | Word, Sentence | | | | | | | | |
| | | Singular, plural | | | | | | | | |
| | | Full stop, question mark, exclamation mark | | | | | | | | |
| | | | | | | | | | | |
| Edit | Make simple additions, revisions and corrections by discussing with the teacher and other pupils | | | | | | | | | |
| | Re-read to check writing makes sense | | | | | | | | | |

| Working at the Y2 expected standard... (W/W+/S) | | | Evidence over 6 pieces of writing | | | | | |
|---|---|--|-----------------------------------|--|--|--|--|--|
| Spelling | Evidence: | Date: | | | | | | |
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| | Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. | | | | | | | |
| | Identify alternative graphemes for sounds and learn words with each spelling. | | | | | | | |
| | Spell common exception words. | | | | | | | |
| | Spell words with contracted forms. | | | | | | | |
| | Distinguish between homophones and near homophones. | | | | | | | |
| H/W | Add suffixes to spell longer words (-ful, -ly) | | | | | | | |
| | Write letters of a consistent size | | | | | | | |
| | Join accurately | | | | | | | |
| | Clearly distinguish between upper case and lower case | | | | | | | |
| Punctuation | Write at an efficient speed. | | | | | | | |
| | Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. | | | | | | | |
| | Use commas to separate items in a list. | | | | | | | |
| | Use apostrophes for contractions. | | | | | | | |
| | Use apostrophes for possession | | | | | | | |
| Composition and Grammar | Draft and write by: | | | | | | | |
| | <ul style="list-style-type: none"> - Planning key ideas and words verbally and in note form - Grouping ideas together - Sequencing events - Including relevant content. | | | | | | | |
| | Begin to show viewpoint through statements. | | | | | | | |
| | Use subordination (when, if, that, because) and co-ordination (or, and, but) | | | | | | | |
| | Identify how the grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation. | | | | | | | |
| | Use and apply across a range of writing | Nouns and noun phrases (including expanded noun phrases to describe and specify) | | | | | | |
| | | Statements, questions, exclamations and commands | | | | | | |
| | | Compound (words and sentences) | | | | | | |
| | | Suffixes (-ness, -er etc) | | | | | | |
| | | Adjectives (including use of -ful, -less, -er, -est etc) | | | | | | |
| | | Adverbs | | | | | | |
| | | Verb tenses | | | | | | |
| | | <ul style="list-style-type: none"> - Use present and | | | | | | |

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| | | past tense mostly correctly and consistently. | | | | | |
| | | - Use of progressive form in the present and past tense. | | | | | |
| | | Apostrophes (possession and omission) | | | | | |
| | | Commas in lists | | | | | |
| | | Evaluate writing with teacher and other pupils. | | | | | |
| | | Re-read writing to check that it makes sense | | | | | |
| | | Check that verbs to indicate time are used correctly and consistently including verbs in the continuous form. | | | | | |
| | | Proof read for spelling, grammar and punctuation errors. | | | | | |

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|--|--|---|--------------|-------------------|--|--|--|
| | | Evidence: | Date: | Text type: | | | |
| | | Carefully select suffixes based on an in-depth understanding of function Add suffixes to spell most words correctly in their writing (e.g. -ment, ness, less) | | | | | |
| | | Spell most common exception words | | | | | |
| | | Write consistently using the cursive script across a range of writing genres. Use the diagonal and horizontal strokes needed to join some letters. | | | | | |
| | | Use the punctuation taught at Key Stage 1 mostly correctly | | | | | |
| | | Use punctuation throughout longer, more sustained pieces. | | | | | |
| | | Begin to select punctuation marks to create effects. | | | | | |
| | | Apply punctuation to develop and support viewpoints. | | | | | |
| | | Select punctuation to directly impact the reader or to create effects. | | | | | |
| | | Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing | | | | | |
| | | Consider audience and purpose when planning. | | | | | |
| | | Adapt plans to suit the direction of the text during the drafting process. | | | | | |
| | | Adapt text form for audience and purpose. | | | | | |
| | | Use a range of sentence types and lengths in sustained writing. | | | | | |

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| Days Lane Primary School Writing Year 2 Assessment Grid | Use paragraphs consistently to organize narrative and non-narrative writing. | | | | | |
| | Show clear viewpoint in writing. | | | | | |
| | Apply the Year 2 grammar concepts in sustained pieces of writing in a range of genres and writing in other subjects. | | | | | |
| | Begin to develop a stylistic use of concepts. | | | | | |
| | Select use of concepts and techniques to directly impact the reader or create effects. | | | | | |
| Edit | Make simple editions, revisions and proof-reading corrections to their own writing | | | | | |
| Evaluate how strongly and clearly a viewpoint is conveyed. | | | | | | |
| Evaluate the overall cohesion and organization of a text. | | | | | | |
| Critically evaluate language choices and the impact on the reader. | | | | | | |