**Year 2 Writing Assessment Framework** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date of work: |  |  |  |  |  |  |
| Text Type: |  |  |  |  |  |  |
| Working towards the expected standard |
| * write sentences that are sequenced to form short narratives
 |  |  |  |  |  |  |
| * demarcating some sentences with capital letters and full stops
 |  |  |  |  |  |  |
| * segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
 |  |  |  |  |  |  |
| * spelling some common exception words
 |  |  |  |  |  |  |
| * forming lower-case letters in the correct direction, starting and finishing in the right place
 |  |  |  |  |  |  |
| * using spacing between words
 |  |  |  |  |  |  |
| Working at the expected standard |
| * write simple, coherent narratives about personal experiences and those of others (real or fiction)
 | * follows a logical sequence
 |  |  |  |  |  |  |
| * using some expanded noun phrases to describe and specify
 |  |  |  |  |  |  |
| * Adverbs of time / manner / place
 |  |  |  |  |  |  |
| * accurate use of pronouns
 |  |  |  |  |  |  |
| * appropriate language chosen and used mostly correctly
 |  |  |  |  |  |  |
| * using sentences with different forms in their writing
 | * statements
 |  |  |  |  |  |  |
| * questions
 |  |  |  |  |  |  |
| * exclamations
 |  |  |  |  |  |  |
| * commands
 |  |  |  |  |  |  |
| * demarcating most sentences with:
 | * capital letters
 |  |  |  |  |  |  |
| * full stops
 |  |  |  |  |  |  |
| * and with some use of
 | * question marks
 |  |  |  |  |  |  |
| * exclamation marks
 |  |  |  |  |  |  |
| * using present and past tense mostly correctly and consistently
 |  |  |  |  |  |  |
| * using co-ordination (or / and / but)
 |  |  |  |  |  |  |
| * using some subordination (when / if / that / because)
 |  |  |  |  |  |  |
| * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 |  |  |  |  |  |  |
| * adding suffixes to spell most words correctly in their writing

 *-ing, -ed, -s, -es, -er, -est* |  |  |  |  |  |  |
| * spelling many common exception words\*
 |  |  |  |  |  |  |
| * writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
 |  |  |  |  |  |  |
| * using spacing between words that reflects the size of the letters
 |  |  |  |  |  |  |
| Working at greater depth |
| * write effectively and coherently more sophisticatedly and consistently
 |  |  |  |  |  |  |
| * draw on reading to inform the vocabulary and grammar of their writing
 |  |  |  |  |  |  |
| * using the full range of punctuation taught at key stage 1 mostly correctly
 | * commas to separate items in a list
 |  |  |  |  |  |  |
| * apostrophes for omission
 |  |  |  |  |  |  |
| * apostrophe to mark singular possession in nouns
 |  |  |  |  |  |  |
| * edit and make corrections to their work
 | * additions
 |  |  |  |  |  |  |
| * revisions
 |  |  |  |  |  |  |
| * proof-reading
 |  |  |  |  |  |  |
| * spelling most common exception words
 |  |  |  |  |  |  |
| * adding suffixes to spell most words correctly in their writing

 e.g. *-ment, -ness, -ful, -less, -ly* |  |  |  |  |  |  |
| * using the diagonal and horizontal strokes needed to join letters in most of their writing
 |  |  |  |  |  |  |

Year 1 Common Exception Words: Year 2 Common Exception Words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a | go | me | put | they |
| are | has | my | said | to |
| ask | he | no | says | today |
| be | here | of | school | was |
| by | his | one | she | we |
| come | house | once | so | were |
| do | I | our | some | where |
| friend | is | pull | the | you |
| full | love | push | there | your |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| after | busy | door | gold | many | parents | should |
| again | child | even | grass | mind | pass | sugar |
| any | children | every | great | money | past | sure |
| bath | Christmas | everybody | half | most | path | told |
| beautiful | class | eye | hold | move | people | water |
| because | climb | fast | hour | Mr | plant | whole |
| behind | clothes | father | improve | Mrs | poor | who |
| both | could | find | kind | old | pretty | wild |
| break | cold | floor | last | only | prove | would |