**Trinity St Mary’s C of E Primary School Year 2 Writing Assessment Checklist** Pupil name:

**Working Towards** the Expected Standard:

**Working at** the Expected Standard:

**Working at Greater Depth** within the Expected standard:

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| Pupil(s) can write sentences to form a short narrative about their own and others’  experiences (real and fictional), after discussion with the  teacher: |  |
| demarcating some sentences with capital letters and full stops |  |
| segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others |  |
| spelling some common exception words\* |  |
| forming lower-case letters in the correct direction, starting and finishing in the right place |  |
| forming lower-case letters of the correct size relative to one another in some of the writing |  |
| using spacing between words |  |

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| Pupil(s) can write a simple, coherent narrative about their own and others’ experiences (real and fictional), after discussion with the teacher: | |  |
| writing about real events, recording these simply and clearly | |  |
| demarcating most sentences with: | capital letters and full stops |  |
| and with use of: | question 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 of these words correctly and making phonically- plausible attempts at others | |  |
| spelling many KS1 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 | |  |

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| Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher: | |  |
| making simple additions, revisions and proof-reading corrections to their own writing | |  |
| using the full range of punctuation taught at key stage 1 mostly correctly including^: | commas to separate items in a list |  |
| apostrophes to mark singular possession in nouns and contractions |  |
| 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 | |  |

**Trinity St Mary’s C of E Primary School Year 2 Writing Assessment Checklist**

These checklists link to the expectations set out in the 2014 English National Curriculum for Writing and also include reference to the guidance set out in English Appendixes 1 & 2. They are split into:

* Working Towards the Expected Standard
* Working at the Expected Standard
* Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group’s aims. The criteria for Working Towards the Expected Standard in one year group is not the same as the criteria for Working at Greater Depth in the previous year group. The criteria for Working Towards and Working at Greater Depth in any year group is related to that year group’s National Curriculum expectations.

You may feel the need to revisit expectations from earlier years to consolidate knowledge and build on pupils’ understanding, or go beyond the aims set out here if they feel it is appropriate for your highest-attaining students.

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or writing targets.

They allow you to make ‘best fit’ judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or school year. It is important that the statements are only ticked off when they are being seen regularly (**fully embedded**) and that the work is independent.

The statements with the checklists are set out in colour-coded boxes: **blue** for composition; **green** for grammar and punctuation and **pink** for transcription.

\* These are detailed in the word lists within he spelling appendix to the national curriculum (English Appendix 1). You should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).