

## ASSESSMENT GRID FOR WRITING YEAR 2

	STAGE B CONTINUED: Typical Range of Year 2 Attainment		
	2.1	2.2	2.3
	Beginning to develop Year 2 expectations	Embedding understanding of Y2 expectations	Demonstrates mastery and application of Y2 expectations
Sentence Structure	Begin to use a wider range of co-ordination (or, and, but, so) when writing sentences	*Usually uses a wide range of co-ordination (or, and, but, so) when writing sentences. *Begin to use subordination (when, if, that, because) when writing sentences.	* Mostly <b>uses co-ordination using or, and, but.</b> *Usually <b>uses subordination (e.g. when, if, that, because)</b>
	To construct and write statements accurately within guided writing	To construct and write questions and exclamations accurately within guided writing Questions and exclamations appear within writing e.g. <i>CRASH! BANG! Where would I go next?</i>	Writing evidences: <b>statements, questions, exclamations and commands</b> in context (where appropriate to the genre/piece of writing). Sentence types are chosen correctly for their effect on the reader.
	Begin to use a wider variation of sentence openers e.g. <i>In a land far away..., It was a cold but sunny day...</i>	*Usually uses a wider variation of sentence openers e.g. <i>In a land far away..., It was a cold but sunny day...</i> *Begin to use adverbs to start a sentence ('ly' starters) e.g. <i>Suddenly, Finally, Carefully, Slowly,</i>	*Mostly uses a wider variation of sentence openers e.g. <i>In a land far away..., It was a cold but sunny day...</i> *Shows ability to use adverbs to start a sentence ('ly' starters) as appropriate to genre and context
			Simple and compound sentences are usually grammatically accurate.
Punctuation	Sentences sometimes demarcated by capital letters and full stops, question marks and exclamation marks	Demonstrates growing understanding of question and exclamation marks	<b>Sentences are usually demarcated including: full stops, question marks, exclamation marks and capital letters</b>
		Beginning to use commas in a list	<b>Commas</b> usually <b>used in lists</b>
	Beginning to use apostrophes to show contracted forms within given examples and directed guided writing tasks	Beginning to use apostrophes to show contracted forms within independent writing	*Usually <b>uses apostrophes to show contracted forms</b> *Sometimes <b>uses apostrophes to show singular possession e.g. The girl's book</b>
Text structure and organisation	Uses appropriate opening or ending for traditional tales e.g. <i>Once upon a time.../ They all lived happily ever after.</i>	A simple opening <b>or</b> ending is apparent e.g. <i>It was a dark night..., One fine day... Yesterday I went.../ It was time for bed. At last we got home. The dragon flew away and was never seen again.</i>	Writing is structured to include: a simple opening and/or ending + key event (narrative) e.g. <i>It was a cold rainy morning and Debbie was walking through the deep dark forest. Helen was in a good mood because it was her birthday.</i> Introduction and /or conclusion included (non-fiction)

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		Beginning to sequence and connect ideas through the use of simple time related words e.g. <i>First, next, then he, at last</i>	*Usually connects ideas and events through the use of time connectives  *In non-fiction connects ideas through the use of numbered points, headings and line breaks
	Beginning to group related ideas together (e.g. <i>'I am called John. I like school. I like art and PE. My dad drives a big truck – has grouped 2 pieces of information about school)</i>	Usually groups related ideas together	Mostly groups related ideas together
		Usually uses bullet points to list words/ideas (when appropriate to the genre and purpose of the writing)	Mostly uses bullet points to list words/ideas (when appropriate to the genre and purpose of the writing)
			*Consistent use of the correct tense (past and present) throughout writing *Correct use of the progressive form of verbs to mark actions in progress e.g. <i>The sun is shining. (present tense) or The sun was shining. (past tense)</i>
Composition And Effect	Noun phrases are appropriate to the genre and purpose e.g. <i>green leaf, colourful butterfly, beautiful girl</i>	Some adventurous word choice used to add detail (appropriate to task)	*Adjectives are used appropriately without repeating meaning e.g. <i>the old aged chair (repeated meaning) The old chair or the aged chair (more appropriate)</i> *Usually makes adventurous word choices to add detail e.g. <i>A large, woolly sheep, Wolves are fierce, Katy looked angry</i> *Usually uses noun phrases for description and specification. (the blue butterfly, plain flour)
			Writer is becoming more aware of viewpoint and indicates this through simple statements, e.g. <i>Mrs. Smith was feeling sad, The dinner wasn't very nice.</i>
		Content is generally relevant to the task (however there is limited awareness of the reader and the content might be repetitive or fairly brief/limited)	Shows awareness of purpose of writing through choice of content which is relevant to task, e.g. <i>memories in a recount, informative points in a report, sequence of events in a story</i>
Performance			Read aloud what they have written with appropriate intonation to make the meaning clear