

YEAR 2 Writing Assessment Checklist (2018 Framework)

Name:

Date:

Target:

Assessment:

ESSENTIAL NON-NEGOTIABLE FEATURES	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Writing makes sense – Must be clear and easily understood by the reader			
• Writing is neat – Must be clear, neat and legible			
• Writing meets its purpose – Must be of a style to match purpose and audience			

WORKING TOWARDS THE EXPECTED STANDARD (WT)	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Write sentences that are sequenced to form a short narrative (real or fiction)			
• Demarcate <u>some</u> sentences with capital letters and full stops			
• Segment spoken words into phonemes and representing these by graphemes, spelling some words correctly and making phonically plausible attempts at others			
• Spell <u>some</u> common exception words			
• Form lower-case letters in the correct direction, starting and finishing in the right place			
• Form lower-case letters of the correct size relative to one another in <u>some</u> of their writing			
• Use correct spacing between words			

WORKING AT THE EXPECTED STANDARD (E) - as above plus:	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Write simple, coherent narratives about personal experiences and those of others (real or fictional)			
• Write about real events, recording these simply and clearly			
• Demarcate <u>most</u> sentences with capital letters and full stops, and use question marks correctly when required			
• Use present and past tense <u>mostly</u> correctly and consistently			
• Use co-ordination (and/or/but) and <u>some</u> subordination (when/if/that/because) to join clauses			
• Segment spoken words into phonemes and represent these with graphemes, spelling <u>many</u> of these words correctly and making phonetically plausible attempts at others			
• Spell <u>many</u> common exception words			
• Form capital letters and digits of 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			

WORKING AT GREATER DEPTH (GD) - as above plus:	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar in writing			
• Make simple additions, revisions and proof-reading corrections to own writing			
• Use the punctuation taught at KS1 <u>mostly</u> correctly			
• Spell <u>most</u> common exception words			
• Add suffixes to spell most words correctly in their writing (-ment/-ness/-ful/-less/-ly)			
• Use diagonal strokes to join <u>some</u> letters			

Grading

Grade	1	2	3	4	5	6	7
Standard			Working Towards	Expected		Greater Depth	

YEAR 2 SPELLING LIST

WT: Some Words

E: Most Words

GD: All Words

<i>after</i>	<i>everybody</i>	<i>move</i>	<i>water</i>
<i>again</i>	<i>eye</i>	<i>Mr</i>	<i>what</i>
<i>and</i>	<i>fast</i>	<i>Mrs</i>	<i>who</i>
<i>any</i>	<i>father</i>	<i>old</i>	<i>whole</i>
<i>bath</i>	<i>find</i>	<i>only</i>	<i>wild</i>
<i>beautiful</i>	<i>floor</i>	<i>or</i>	<i>would</i>
<i>because</i>	<i>gold</i>	<i>parents</i>	<i>numbers one to one hundred</i>
<i>behind</i>	<i>grass</i>	<i>pass</i>	
<i>both</i>	<i>great</i>	<i>past</i>	<i>months of the year</i>
<i>break</i>	<i>half</i>	<i>path</i>	
<i>busy</i>	<i>hold</i>	<i>people</i>	<i>UK capital cities</i>
<i>but</i>	<i>hole</i>	<i>plant</i>	
<i>child</i>	<i>hour</i>	<i>poor</i>	<i>all words from Y1 spelling list</i>
<i>children</i>	<i>improve</i>	<i>pretty</i>	
<i>Christmas</i>	<i>it's</i>	<i>prove</i>	
<i>class</i>	<i>its</i>	<i>should</i>	
<i>climb</i>	<i>just</i>	<i>steak</i>	
<i>clothes</i>	<i>kind</i>	<i>sugar</i>	
<i>cold</i>	<i>last</i>	<i>sure</i>	
<i>could</i>	<i>little</i>	<i>their</i>	
<i>dear</i>	<i>many</i>	<i>to</i>	
<i>door</i>	<i>mind</i>	<i>told</i>	
<i>even</i>	<i>money</i>	<i>too</i>	
<i>every</i>	<i>most</i>	<i>two</i>	

Exemplification of Expected Standard for Year 2

Narrative

As part of a topic on endangered animals, pupils read some 'Just So' stories and watched video clips of 'Tinga Tinga Tales'. They then wrote their own version of a 'Just So' story, explaining how their chosen animal had come to be as it is.

How did the cheetah run fast?
You see there was once a time when cheetah was the slowest animal in the whole wide world. All the animals laughed and laughed and laughed but cheetah was upset. Then cheetah said to lion please gather all the animals for an important meeting. So the lion announced "animals come to me". Then all the animals came and lion said "lets have a training competition and that means who ever does the most training goes to the final race". Who ever wins will get the biggest midnight feast in their life. So all the animals done training and cheetah and rhino won. So lion said "cheetah vs rhino" and lion again said "on your marks, get set, go. Rhino was in the lead and every was cheering for rhino but cheetah ran past rhino. Cheetah won the race for the midnight feast so cheetah was happy and that's how he became the fastest in the world.