

Key Assessment Outcomes for Writing: Year Two

Trinity Primary





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	2.1	2.2	2.3	2.4
Assessment Overview	<p>Can produce a paragraph or more which can be read without the child's help.</p> <p>Lists, stories, reports, recounts</p>	<p>Can produce two good paragraphs</p>	<p>In a familiar context:</p> <p>narratives about personal experiences and those of others (real and fictional), real events/recounts, poetry</p> <p>For different purposes and to different people Eg. To entertain, inform, describe, explain, persuade</p>	<p>Beginning to use more of the common features of:</p> <p>Stories, letters, poetry, non fiction information</p> <p>For different purposes and to different people Eg. To entertain, inform, describe, explain, persuade</p>
Handwriting	<p>Consistently leaves a regular sized space between words</p> <p>Forms all lower case letters correctly but size of ascenders and descenders may vary</p> <p>Forms all capital letters correctly with size relative to lower case letters</p>	<p>Consistently leaves a regular sized space between words which is relative to the size of the handwriting</p> <p>Forms all lower case letters correctly with only one or two letters with ascenders or descenders showing incorrect sizing</p> <p>Forms all capital letters correctly with size relative to lower case letters</p>	<p>Always leaves a regular sized space between words which is relative to the size of the handwriting</p> <p>Forms all lower case letters correctly</p> <p>Forms all capital letters correctly with size relative to lower case letters</p> <p>Is beginning to join letters</p>	<p>Consistently joins letters although some letters become larger or smaller because of this</p>
Phonics and whole word spelling	<p>Spell words from level correctly</p> <p>Spells most words from Letters and sounds phase 3 and 4 correctly</p> <p>Most spellings are phonetically plausible</p>	<p>Spell words from level correctly</p> <p>Spells most words from Letters and sounds phase 5 correctly</p> <p>Most spellings are phonetically plausible</p>	<p>Spell words from level correctly</p> <p>Spells most words from Letters and sounds phase 6 correctly</p> <p>Chooses correctly between there and their at least twice</p>	<p>Spell words from level correctly</p> <p>Consistently chooses correctly between their, they're and there homophones</p> <p>Chooses the correct homophone for one or more of the common homophones</p>



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Spelling rules and conventions	<p>Consistently adds 's' or 'es' to indicate plurals with only one or two omissions</p> <p>Consistently spells 'ed' suffix correctly with only one or two spelt incorrectly</p> <p>Consistently spells 'ing' suffix correctly</p>	<p>Consistently adds 's' or 'es' to indicate plurals</p> <p>Shows one or two examples of changing 'y' to 'ies' when indicating plurals</p> <p>Consistently spells 'ed' suffix correctly</p> <p>Consistently spells 'ing' suffix correctly</p>	<p>Consistently changes 'y' to 'ies' when making plurals</p> <p>Usually changes the 'y' to 'ied' for regular past tense verbs</p> <p>Usually drops the 'e' from the end of a word when adding 'ing' 'ed' 'er' 'est' 'y' but sometimes makes mistakes</p> <p>Spells one or two words with suffixes 'ment' 'ness' 'ful' 'less' 'ly' correctly</p>	<p>Consistently changes the 'y' to 'ied' for regular past tense verbs</p> <p>Consistently drops the 'e' from the end of a word when adding 'ing' 'ed' 'er' 'est' 'y' with one or two mistakes</p> <p>Spells words with suffixes 'ment' 'ness' 'ful' 'less' 'ly' correctly throughout</p> <p>Beginning to double letters when adding 'ing', 'ed', 'er', or 'en' to words which are commonly used</p> <p>Spells one or two words with the suffix 'ous' correctly</p>
Grammar	<p>Uses at least two sentences which include ANY conjunction (most likely to be 'and', 'but' or 'so').</p>	<p>Uses co-ordination conjunctions ('and', 'but', 'so')</p> <p>At least one sentence with a subordination conjunction (probably 'because')</p> <p>Uses one sentence which is an exclamation or question</p> <p>At least 70% of verbs in a retelling are in past tense</p>	<p>Uses co-ordination conjunctions ('and', 'but', 'so')</p> <p>Uses at least two sentences with a subordination conjunction ('if', 'when', 'because', 'that')</p> <p>Uses two or more sentences which are exclamations or questions correctly</p> <p>At least 70% of verbs are in the correct tense for any type of writing</p>	<p>Uses a variety of conjunctions to vary sentences (when, if, before, after, while, because, so)</p> <p>At least 80% of verbs are in the correct tense for any type of writing</p> <p>Shows at least two examples of using 'an' before words beginning with a e i o u</p>
Punctuation	<p>At least three sentences are correctly marked with a capital letter or full stop.</p> <p>Usually uses a capital letter for the pronoun 'I'</p> <p>Beginning to use a capital letter for names</p>	<p>Most sentences are correctly marked with a capital letter or full stop on a piece of writing nearly one A4 page in length</p> <p>One sentence is correctly marked with an exclamation or question mark</p> <p>Consistently uses a capital letter for the pronoun 'I'</p> <p>Usually uses a capital letter for names and is beginning to use them for places and days of the week</p>	<p>Nearly all simple sentences are correctly marked with a capital letter or full stop on a piece of writing nearly one A4 page in length (one or two mistakes made when using more complex sentence structure)</p> <p>Across two pieces of writing, correctly uses at least three of these punctuation marks once:</p> <p><i>Full stop and capital letter; exclamation mark; question mark; comma; apostrophe for possession</i></p> <p>Most proper nouns have a capital letter</p>	<p>All simple sentences are correctly marked with a capital letter or full stop on a piece of writing at least one A4 page in length (one or two mistakes made when using more complex sentence structure)</p> <p>Across two pieces of writing, correctly uses at least four of these punctuation marks once:</p> <p><i>Full stop and capital letter; Exclamation mark; question mark; comma; apostrophe for possession; inverted commas for speech</i></p> <p>All proper nouns have capital letters apart from those not regularly used</p>



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Text Structure and organisation	<p>Ideas are mainly in the correct order</p> <p>Often uses formulaic phrases to show a beginning or end (usually fairy tale language: Once upon a time, happily ever after, the end)</p> <p>Beginning to use pronouns to show connections between ideas (eg. Michael.... He.. He... Michael)</p>	<p>Uses at least two time connectives (usually 'first' or 'then') to sequence writing</p> <p>Breaks writing into two or three parts using a line break</p>	<p>Uses simple time connectives to sequence writing (eg. First, second, then, after, finally)</p> <p>Does not repeat pronouns or nouns as sentence openers</p> <p>Beginning to break writing up using line breaks, headings or numbers but may go off topic in each section</p>	<p>Has a simple introduction or round off</p> <p>Begins sentences in a variety of ways, but may show some signs of repetition</p> <p>Beginning to use topic sentences for paragraphs</p> <p>Beginning to show some common features of a genre eg. headings, subheadings and bullet points when writing non-fiction, but may not be used correctly</p> <p>Showing more detail in writing, eg. Character descriptions in stories</p>
Writing Composition	<p>Uses two or more adjectives or adverbs to describe colour, size or simple emotion</p>	<p>Uses two or more ambitious adjectives or adverbs to add detail ('mysterious', 'rapidly')</p>	<p>Uses two or more ambitious adjectives or adverbs which are carefully chosen (eg. The teacher tapped impatiently, the shy student looked at his feet)</p> <p>At least two verbs are chosen for effect (eg. The burglar tiptoed)</p>	<p>Uses four or more adjectives, verbs and adverbs across the piece of writing which have been chosen for effect</p> <p>Varies choice of noun or pronoun</p> <p>Beginning to use commonly used vocabulary or phrases for non-narrative genres</p>