

## Writing Assessment: Year 2

Stem Judgement: Following Teacher input, with some adult support, in English and other subjects	
Composition	Transcription
<p><b>KPI: To Write with purpose:</b></p> <ul style="list-style-type: none"> <li>Plan by talking about ideas and record ideas through: making notes, story maps, flow charts etc.</li> <li>Plan and write for a variety of purposes (e.g. real purposes such as: letters to say thank you or ask for information; posters to advertise a school event; instructions for a game; stories for a book. Imagined purposes such as: a diary entry in role as a character; instructions for looking after an alien; explanations about how a dinosaur trap works)</li> <li>Use the characteristic features of the type of writing used</li> <li>Begin to suggest viewpoint through comments, questions or characterisation</li> <li>Demonstrate increased stamina for writing e.g. being able to maintain writing over increasing periods of time and do so willingly</li> <li>Write, review and improve</li> </ul>	<p><b>KPI: To apply grammar and punctuate accurately</b></p> <ul style="list-style-type: none"> <li>Demarcate sentences consistently using full stops, capital letters, exclamation marks and question marks.</li> <li>Use commas in lists.</li> <li>Use apostrophes for contracted forms and singular possession.</li> <li>Use coordination to form compound sentences (or, and, but, yet, so).</li> <li>Vary the way sentences begin (e.g. noun, pronoun, connective, adverb)</li> <li>Use subordination to form complex sentences in their simplest form (when, if, that or because).</li> <li>Use the present and past tenses correctly, including the progressive form e.g. I was running or he was shouting as opposed to the simple forms I ran, he shouted</li> <li>Use sentences with different forms: statement, question, exclamation and command.</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use some features of standard written English.</li> </ul>
<p><b>KPI: To organise writing appropriately</b></p> <ul style="list-style-type: none"> <li>Re-read writing to check it makes sense.</li> <li>Organise writing in line with its purpose.</li> <li>Write about more than one idea and group related information e.g. ordering information into simple sections with 2-4 related sentences</li> <li>Use accurate verb/tense and subject/verb agreement</li> </ul>	<p><b>KPI: To spell correctly:</b></p> <ul style="list-style-type: none"> <li>Make phonetically plausible attempts when spelling new words.</li> <li>Usually correct spelling of exception words.</li> <li>Know most of the Y2 phonemes and apply these in their writing.</li> </ul> <p><b>(See NC Appendix 1 for detail)</b></p>
<p><b>KPI: To use vocabulary effectively</b></p> <ul style="list-style-type: none"> <li>Use a variety of well-chosen adjectives.</li> <li>Use nouns and pronouns for variety.</li> <li>Use adverbs to add detail for the reader.</li> </ul>	<p><b>To present neatly</b></p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>
Analysis and Presentation	
<p><b>To analyse writing:</b></p> <ul style="list-style-type: none"> <li>Discuss writing with the teacher and other pupils.</li> <li>Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, question mark, exclamation mark, comma, apostrophe, punctuation, singular, plural, verb, adverb, tense (past, present), adjective, noun, noun phrase, suffix.</li> </ul>	
<p><b>To present writing:</b></p> <ul style="list-style-type: none"> <li>Read writing aloud with appropriate intonation to make the meaning clear.</li> </ul>	