



## Writing Assessment Points

### Year 2 expectations

<b>13 points</b>	<b>AUTUMN</b>	
<b>Composition</b>	I can write narratives about things that have happened to me and simple stories.	
	I can write facts in a sentence.	
	I can write a poem that follows a given pattern.	
	I know that I am writing for an audience and purpose.	
	I can say what I am going to write about and the ideas that I want to include.	
	I can think it, say it, write it, read it when I write sentences.	
	I can say what I like and dislike about my writing.	
	I can check whether my writing makes sense and begin to make some changes.	
	I can read my writing aloud, taking into account the punctuation I have included.	
<b>Transcription / Spelling</b>	I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly	
	I can spell at least one grapheme for the phonemes I know.	
	I can correctly spell some of the common exception words for y2	
	I can spell some simple = homophones and know the difference in meaning. I.e. see/sea be/bee	
	I can spell some simple words with contractions: <b>it's I'll</b>	
	I can spell <b>-ly</b> word endings correctly	
	I can correctly apply the approximately 1/3 of the year 2 spelling rules.	
<b>Grammar/ Punctuation</b>	I can correctly and accurately punctuate a series of sentences with full stops and capital letters.	
	I can say whether a sentence is a question, statement, or exclamation.	
	I can use ' <b>and</b> ' to link ideas in sentences.	
	I can say what an adjective, verb or noun is.	
<b>Handwriting</b>	I can form lower-case letters of the correct size relative to one another	
<b>14 points</b>	<b>SPRING</b>	
<b>Composition</b>	I can write a story with a clear beginning, middle and end.	
	I can write a short section of linked facts in sentences.	
	I can write a poem based on an example I have heard.	
	I can say what the audience and purpose are for my writing. ( <i>who it is for, why I am writing</i> )	
	I can make a simple plan to show what I am going to write. ( <i>i.e. text map, boxing up</i> )	
	I write down my ideas one sentence at a time.	
	I can say what I have done well and what I need to improve next time in my writing.	
	I can write in the correct tense all the way through my writing.	
	I can spot where I have made some mistakes ( <i>i.e. missing word endings, missing words</i> ) and change them.	
	I can read my writing aloud with some expression.	
<b>Transcription / Spelling</b>	I can spot a phoneme where I know more than one grapheme and make a best bet guess.	
	I can correctly spell over half of the common exception words for year 2	

	I can spell more complex homophones correctly including <i>hear/here bare/bear quiet/quite one/won</i>	
	I can spell simple contractions	
	I can the word endings <b>-ful -ness</b> correctly.	
	I can correctly apply approximately 2/3 of the year 2 spelling rules.	
<b>Punctuation / Grammar</b>	I can use question marks and exclamation marks correctly.	
	I can write sentences which are commands ( <i>imperative form</i> )	
	I can use <b>'or', 'but', 'so'</b> in my sentences.	
	I can begin to use adjectives and adverbs in my writing.	
<b>Handwriting</b>	I can write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters.	
<b>15 points (milestone) SUMMER</b>		
<b>Composition</b>	I can write stories with different structures which are given to me.	
	I can produce a longer piece of factual writing about different aspects of the same subject.	
	I can write my own simple imaginative poem in the style of one I have heard.	
	I can say how my writing is suited to its audience and purpose ( <i>i.e. I used simple words because it is for reception children</i> )	
	I can add details such as language choices or new vocabulary to my plans.	
	I use the language and ideas I have planned and turn them into sentences, one by one.	
	I re-read as I write to check that I have used the correct tense and verb endings ( <i>ing, ed</i> )	
	I can proofread my own work and spot and correct mistakes in spelling, punctuation and grammar and edit as needed.	
	I can use correct expression and intonation for the style and punctuation used in the writing.	
	I can evaluate my writing against success criteria and rewrite sentences as needed.	
	<b>Transcription/ Spelling</b>	I know the correct grapheme to use in a number of words which include the same phoneme.
I can spell all the common exception words for year 2.		
I can spell and correctly use all homophones I have learnt including <i>there/their/they're to/two/too</i>		
I can spell contractions correctly where the apostrophe denotes missing letters <i>i.e. couldn't wouldn't they'll don't can't</i>		
I can use an apostrophe to show possession. ( <i>girl's</i> )		
I can add suffixes to spell longer words, including <b>-ment, -ness, -ful, -less, -ly</b>		
I can correctly apply all the year spelling rules.		
<b>Grammar / Punctuation</b>	I can use commas in lists and apostrophes for singular possession and contraction.	
	I can use adjectives and adverbs to describe and specify [for example, the blue butterfly]	
	I can use <b>'and' 'but' 'so' 'or'</b> to extend sentences accurately.	
	I can use subordination in my sentences ( <i>when, if, that, because</i> )	
	I can use the continuous form of verbs correctly in the past and present tense to show something in progress. ( <i>I was going, I am going</i> )	
<b>Handwriting</b>	I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
	I use spacing between words that reflects the size of the letters	