



## Year 2 Writing Assessment Framework

Working Towards the expected standard (b/b+)		
To write sentences to create a short piece of writing about something that has happened to me or somebody I know.		To write sentences to create a short piece of writing about an imaginary character.
To use capital letters and full stops in some sentences.		To split words up into sounds to spell (spelling some words correctly)
To spell some words making phonetically plausible attempts.		To spell some Year 2 common exception words accurately.
To write sensibly sized lower-case letters.		To use sensibly sized finger spaces.
To write all lower case letters in the correct place, starting and finishing in the right place.		
Working At the expected standard (w/w+)		
To write a short piece of clear and sequenced writing about something that has happened to me or somebody I know (real or fictional).		To write a short piece of clear and sequenced writing about an imaginary character.
To use capital letters and full stops in most sentences.		To use question marks in most question sentences.
To write in the present tense e.g. I am on my way to the seaside.		To write in the past tense e.g. Yesterday, Keisha went to the dentist.
To use the words 'or', 'and' and 'but' to link parts of a sentence.		To use the words 'when', 'if', 'that' and 'because' to link parts of a sentence.
To split words up into sounds to spell (spelling some words correctly)		To spell some words making phonetically plausible attempts.
To spell many Year 2 common exception words accurately.		To use sensibly sized finger spaces.
To write capital letters and numbers at the correct size and the correct way around, starting and finishing in the correct place.		
Working At Greater Depth from the expected standard (s/s+)		
To write effectively and clearly for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.		To read through own writing to correct mistakes and make improvements.
To spell most Year 2 common exception words correctly.		To add the suffixes -ment, -ness, -ful, -less or -ly to root words correctly most of the time (enjoyment, happiness, beautiful, senseless, busily)
To use the full range of punctuation taught at KS1 mostly correctly including - commas to separate items in a list. - apostrophes to mark contraction (can't) and singular possession (John's hat)		To add the diagonal and horizontal flicks needed to join some letters in handwriting.