**Writing Assessment Grid – Year 2 (Working at Expected Standard GDS)**

**Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.**

| Name | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Transcription - handwriting** | | | | | | | | | | | | |
| I can hold a pencil correctly to form lower case letters of the correct size relative to one another. | 1 | | | | | | | | | | | |
| I can use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. | 2 | | | | | | | | | | | |
| I use spacing between words that reflects the size of the letters. | 3 | | | | | | | | | | | |
| I can begin to use the diagonal and horizontal strokes needed to join letters. | 4 | | | | | | | | | | | |
| I can show that I know which letters are best left unjoined. | 5 | | | | | | | | | | | |
| **Composition** | | | | | | | | | | | | |
| I can write narratives about personal experiences and those of others (real and fictional). | 6 | | | | | | | | | | | |
| I can write for different purposes, including to recount real events. | 7 | | | | | | | | | | | |
| I can plan and discuss/rehearse the content of my writing and record my ideas using key words. | 8 | | | | | | | | | | | |
| I can use a marking ladder when I have finished my writing and talk about my next steps. | 9 | | | | | | | | | | | |
| I can proof-read to check for mistakes and purple polish spelling, grammar and punctuation. | 10 | | | | | | | | | | | |
| **Vocabulary, grammar and punctuation** | | | | | | | | | | | | |
| I can use expanded noun phrases to add detail e.g. The little blue mouse. | 11 | | | | | | | | | | | |
| I use the present and past tense correctly and check I keep to the same tense. | 12 | | | | | | | | | | | |
| I can use the progressive form of the past or present tense correctly e.g. she is running, he was shouting. | 13 | | | | | | | | | | | |
| I use capital letters for all proper nouns. | 14 | | | | | | | | | | | |
| I can use commas to separate the items in a list. | 15 | | | | | | | | | | | |
| I can use apostrophes to show where letters are missing in contractions. | 16 | | | | | | | | | | | |
| I can use apostrophes to mark possession. | 17 | | | | | | | | | | | |
| I can use 'and', 'but' and 'or' to link ideas in my writing (coordinating conjunctions). | 18 | | | | | | | | | | | |

Writing Assessment Grid – Year 2 (Working at Expected Standard GDS)

Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I sometimes use 'because', 'when' 'if' and 'that' to connect ideas in my writing (subordinating conjunctions). | 19 | | | | | | | | | | | |
| Name | | | | | | | | | | | | |
| I start my sentences in different ways to create flow. | 20 | | | | | | | | | | | |
| I can use different sentence types correctly – command, statement, exclamation, question. | 21 | | | | | | | | | | | |
| I can almost always use full stops and capital letters correctly. | 22 | | | | | | | | | | | |
| I can use question marks correctly when they are needed in my writing. | 23 | | | | | | | | | | | |
| Transcription – spelling | | | | | | | | | | | | |
| I can segment spoken words into phonemes and record these as graphemes, spelling many correctly. | 24 | | | | | | | | | | | |
| I can spell words with alternative spellings, including a few common homophones. | 25 | | | | | | | | | | | |
| I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. | 26 | | | | | | | | | | | |
| I can spell many common exception words. | 27 | | | | | | | | | | | |
| I can spell words with contracted forms e.g. don't. | 28 | | | | | | | | | | | |
| Greater Depth targets | | | | | | | | | | | | |
| I choose specific or interesting vocabulary to add detail or create interest e.g. 'wolfhound' not 'dog' | 29 | | | | | | | | | | | |
| I can use question marks or exclamation marks to create a story-telling voice. | 30 | | | | | | | | | | | |
| I use wow words so that my writing grips the reader's interest. | 31 | | | | | | | | | | | |
| My stories have interesting endings that I have thought carefully about. | 32 | | | | | | | | | | | |
| I take time to describe characters and events within stories rather than move from one event to the other. | 33 | | | | | | | | | | | |
| When I write, I include phrases and words that I have met (topic words, interesting vocabulary, story-telling voice). | 34 | | | | | | | | | | | |
| I can use a dictionary to check the spelling of words. | 35 | | | | | | | | | | | |
| Score | | | | | | | | | | | | |
| Stage judgemen | | | | | | | | | | | | |

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