

Assessment Criteria

Writing Stage 2

Name:		Class:	Year:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Start score:	Target Score:	End Score:							
Transcription: Spelling									
1. Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly									
2. Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling inc a few common homophones (<i>Sp 2:1-20, GH 2:3,4</i>)									
3. Spell common exception words (<i>KW 2:1-2:3</i>)									
4. Spell more words with contracted forms and the possessive apostrophe (singular) (<i>Sp 2:7-9; GH 2:1,2</i>)									
5. Distinguish between homophones and near homophones (<i>Sp 2:17-20; GH 2:3,4</i>)									
6. Add suffixes to spell longer words e.g. –ment, –ness, –ful, –less, –ly (<i>Sp 2:27-30; GH 2:5,6</i>)									
7. Apply spelling rules and guidelines for Stage 2 (<i>Sp St 2; GH St 2</i>)									
8. Write from memory simple dictated sentences including the words and punctuation taught so far (<i>Sp St 2; GH St 2</i>)									
Transcription: Handwriting									
9. Form lower-case letters to the correct size relative to one another									
10. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined									
11. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters									
12. Use spacing between words that reflects the size of the letters									
Writing: Composition									
13. Develop positive attitudes towards and stamina for writing by: <i>writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes</i>									
14. Consider what they are going to write by: <i>planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence</i>									
15. Make simple additions, revisions and corrections to their writing by: <i>evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punct</i>									
16. Read aloud what they have written with appropriate intonation to make the meaning clear									
Writing: Vocabulary, Grammar and Punctuation									
17. Learn how to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular) (<i>GH 2:1,2,13-17; Sp 2:7,8</i>)									
18. Learn how to use sentences with different forms: statement, question, exclamation, command (<i>GH 2:15</i>)									
19. Learn how to use expanded noun phrases to describe and specify (<i>GH 2:24</i>)									
20. Learn how to use the present and past tenses correctly and consistently including in the progressive form (<i>GH 2:20; Sp 2:24, 2:26</i>)									
21. Learn how to use subordination using <i>when, if, that, because</i> and co-ordination using <i>or, and, but</i> (<i>GH 2:19,20</i>)									
22. Learn how to use Y2 Grammar: using suffixes to form nouns (<i>-ness, -er</i>); adjectives (<i>-ful, -less</i>) and adverbs (<i>-ly</i>) (<i>Sp 2:21-2:30; GH St 2</i>)									
23. Learn how to use some features of written Standard English (<i>GH St 2</i>)									
24. Use and understand the grammatical terminology for Stage 2 (<i>GH St 2:21-25; Sp St 2,</i>)									
1-6: St 2 emerging	7-12 St 2 developing	13-18 St 2 securing	19-24 St 3 ready						