

YEAR 2 - KEY ASSESSMENT CRITERIA: WRITING

Non-Negotiable Statements / Interim teacher assessment framework

- Min 3 - 5 ticks of evidence across the range of writing evidence
- At least 1 or 2 evidence across the range of writing evidence
- Has been taught / Teacher judgement / Evidence in marking, spelling work etc.

COMPOSITION						
1	I can write for different purposes, including narrative about personal experiences and those of others, both real and fictional events.					
2	I can write different kinds of sentences – statements, commands, questions, exclamations.					
3	I can plan and discuss the content of writing and record my ideas.					
4	I am able to orally rehearse structured sentences or sequences of sentences.					
5	I can evaluate my own writing independently, with friends and with an adult. I can proof-read to check for errors in spelling, grammar and punctuation.					
6	I can use expanded noun phrases to describe and specify.					
7	I can use full stops, capital letters and some use of question marks and exclamation marks.					
8	I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.					
9	I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).					
10	Use present and past tenses correctly and consistently.					
TRANSCRIPTION						
11	I can spell some words with contracted forms, using apostrophes to show where letters are missing. I can use apostrophes to mark singular possession in nouns.					
12	I can segment spoken words into phonemes and record these as graphemes, spelling many correctly.					
13	I can spell words with alternative spellings including a few common homophones.					
14	I can spell longer words using suffixes such as – ment, ness, ful, less, ly.					
15	I can use my knowledge of alternative phonemes to narrow down the possibilities for accurate spelling.					
16	I can spell many common exception words.					
17	I can form lower- case letters of the correct size relative to one another.					
18	I can begin to use some of the horizontal and diagonal strokes needed to join letters. I show that I know which letters are left unjoined.					
19	I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.					
20	I use spacing between words that reflects the size of the letters.					

