

Year 2 Writing assessment:

Autumn	I can use Fred Fingers for spelling
	Recognise vowels and consonants
	Spelling: Write words containing common suffixes ing, es, ed
	Spell and distinguish between sea/see, won/one, son/sun, bee/be, blew/blue, night/knight, hear and here
	Write sentences correctly demarcated with capital letters, full stops, question marks and exclamation marks (using hold a sentence)
	Use simple and compound sentence
	Write coordinating sentences using conjunctions - or, and, but
	Write subordinating sentences using conjunctions - when, if, that, because
	Write a noun phrase, extended by adding one or more adjectives
	Compose longer sentences orally before writing (multi clausal)
	Write about real events
	Proof read for errors in taught spelling, grammar and punctuation
Spring	Spell and capitalise the months of the year
	Spell and distinguish between there, their and they're, quite/quiet, bear/bare, /too/two
	Spelling: Write words containing common suffixes ing, es, ed, ment, less, er, est, y, ness, ful
	Write sentences with different forms - statement, question, exclamation and commands
	Write sentences mostly correctly demarcated with capital letters, full stops, question marks and exclamation marks
	Use commas for items in a list
	Use apostrophes for contractions and possession
Write a narrative about personal and others' experiences	
Use new vocabulary from their reading, discussion and from their wider experiences	
Summer	Use ly adverbs in association with verbs
	Spell many familiar words correctly, make phonetically plausible attempts at others
	Spell many Y2 homophones
	Spell many Y2 common exception words
	Use present and its progressive forms mostly correctly and consistently
	Use past and its progressive forms mostly correctly and consistently
	Write simple, coherent narratives about personal experiences and those of others
	Start sentences in different ways
	Write between 12 and 20 sentences in sequence
	Re read to make sure their writing makes sense and evaluate their writing with the teacher
	Write simple poetry
Form letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
GDS	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
	spell most common exception words
	add suffixes to spell most words correctly in their writing: -ment, -ness, -ful, -less, -ly
	Use the punctuation taught at key stage 1 mostly correctly - question mark, exclamation mark, comma (list), apostrophe (contraction) apostrophe (possession singular)
	make simple additions, revisions and proof-reading corrections to their own writing
	Draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences
Use the diagonal and horizontal strokes needed to join some letters	

