

# Year 2 Writing

# Interim Assessment Framework

Key Stage 1 Writing: Teacher Assessment Checklist						
Name						
Writing test scaled score/ standard		Overall assessment	Date	Date	Date	T
Working towards	The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:					
	demarcating <b>some</b> sentences with capital letters and full stops					
	segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly					
	spelling <b>some</b> common exception words					
	forming lower-case letters in the correct direction, starting and finishing in the right place					
	forming lower-case letters of the correct size relative to one another in some of the writing					
	using spacing between words					
Working at	The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:					
	demarcating <b>most</b> sentences with capital letters and full stops and with some use of question marks and exclamation marks					
	using sentences with different forms in their writing (statements, questions, exclamations and commands)					
	using <b>some</b> expanded noun phrases to describe and specify					
	using present and past tense mostly correctly and consistently					
	using co-ordination (or / and / but) and <b>some</b> subordination (when / if / that / because)					
	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly					
	spelling <b>many</b> common exception words					
	spelling <b>some</b> words with contracted forms					
	adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly					
	using the diagonal and horizontal strokes needed to join letters in <b>some</b> of their writing					
	writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters					
	using spacing between words that reflects the size of the letters					
Working at greater depth	The pupil can write for different purposes, after discussion with the teacher:					
	using the full range of punctuation taught at key stage 1 mostly correctly					
	spelling <b>most</b> common exception words					
	spelling <b>most</b> words with contracted forms					
	adding suffixes to spell <b>most</b> words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly					
	using the diagonal and horizontal strokes needed to join letters in <b>most</b> of their writing					

# Different Forms of Sentences

- Statements:
  - I went to the shop to buy some bread.
- Questions:
  - Where did you go yesterday? Did you get any bread?
- Exclamations:
  - What tasty bread this is! How wonderful this bread is!
- Commands:
  - Put the bread on the table.

# Expanded noun phrases

- Nouns – people, places, animals and objects
- For example – teacher, school, butterfly, table
- Expanded noun phrases:
- The **beautiful blue butterfly** flew around the **plate of strawberries**.

# Present and Past Tense

- Present:
- Every day I **go** to school.
- On Saturdays I **play** with my cousin.
  
- Past:
- Yesterday I **went** to school.
- Last weekend my cousin **played** with me

# Using Co-ordination and Subordination

- Coordination:
- Using **or, and, but** to extend sentences.
- E.g. I could choose chocolate **or** vanilla ice cream.
  
- Subordination:
- Using **when, if, that, because** to extend sentences.
- I will go outside **when** I have finished my work.

# Spellings and phonics

- Segmenting spoken words into phonemes and representing with correct graphemes.
  - learning weekly spellings
- Common Exception Words
  - Words in the back of the reading diaries

## Contracted forms of words

- **it is** ---- **it's**
- **cannot** --- **can't**
- **could not** ---- **couldn't**



# Suffixes

- Adding suffixes to words
- E.g. –ful, -est, -er, -ly
- My teacher says I am help**ful**.
- I ate the small**est** piece of chocolate.

# Handwriting

- Use diagonal and horizontal strokes to join letters in some of their writing.
- Writing capital letters of the correct size, orientation and relationship to one another and lower case letters.
- Use spacing between words that reflects the size of the letters.

# Common Exception Words

- Year 1

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

- Year 2

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Any questions?