



Year 2  
Assessment Grid

## Writing

# SPELLING

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctl

Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophone

Spell by learning to spell common exception words

Spell by learning to spell more words with contracted forms

Spell by learning the possessive apostrophe (singular) e.g. the girl's book

Spell by distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Apply spelling rules and guidance, as listed in Ref:English Appendix 1

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

# HANDWRITING

Form lower-case letters of the correct size relative to one another



Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly

Read aloud what he/she has written with appropriate intonation to make the meaning clear

## VOCABULARY, GRAMMAR AND PUNCTUATION

Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman

Form adjectives using suffixes such as -ful, -less

Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest

Use subordination (using when, if, that, because) and co-ordination (using or, and, but)

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Make the correct choice and make consistent use of present tense and past tense throughout writing

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting

Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing

Use commas to separate items in a list

