

Writing Assessment – Blue (Y2 11 exs + 6 gds objectives)

Expected for the Autumn Term (EXS)	Expected for the Spring Term (EXS) (Greater Depth in the Autumn Term)	Expected for the Summer Term (EXS) (Greater Depth in the Spring Term)	Greater Depth in the Summer Term (GDS)
Secure in previous year group statements + 33% (4 or more) of blue objectives secure	66% (7 or more) of blue underlined objectives secure.	100% (11 or more) of blue underlined objectives secure.	All underlined objectives (blue and green) mastered, embedded and applied consistently with appropriate authorial style for their age.
<p align="center">Children working within the correct year group objectives, but not in the above criteria, are ‘working towards standard’ (WTS) Children working within a different year group objectives are ‘below’ (BLW) Children working within a different key stages objectives or ‘pre-key stage’ (PKS) except where they are in Y3 working at Y2 which will be termed as BLW.</p>			
Composition	Grammar and Punctuation	Transcription	
<p><u>Write simple, coherent narratives about personal experiences and those of others (real or fictional) including:</u></p> <ul style="list-style-type: none"> Use time adverbs e.g. next, then, before, after Write narratives with an obvious beginning, middle and end. Use expanded noun phrases in writing e.g. silver tummy, black feet. <p><u>Write about real events, recording these simply and clearly.</u></p> <p><u>Use present and past tense mostly correctly and consistently.</u></p> <p><u>Use coordinating (e.g. and, but or) to join clauses</u></p> <p><u>Use some subordination (e.g. when, because, if, that) to join clauses</u></p> <p>Plans writing orally, telling what they are going to write and plans writing using simple written models.</p> <p><u>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing e.g.</u></p> <ul style="list-style-type: none"> Uses some features of taught text types e.g. subheadings for reports, numbers for instructions. Begin sentences with subordination such as when and if. Uses ambitious taught vocab correctly e.g. synonyms for sad, nice, horrible etc. Adds detail about characters, setting and non-narrative events by using expanded noun phrases, adjectives and adverbs. e.g. The enormous, ferocious tiger walked slowly through the jungle. Briefly comments/questions about events or actions suggest viewpoint. E.g. in recounts gives a personal response to what was seen. Uses some adverbial phrases at the start of sentences e.g. time adverbs, ‘y’ adverbs of manner (sneakily, the girl crept downstairs). 	<p><u>Demarcate most sentences in their writing with capital letters and full stops.</u></p> <p><u>Use question marks correctly when required.</u></p> <p>Use capital letters for proper nouns.</p> <p><u>Use the punctuation taught at key stage 1 mostly correctly:</u></p> <ul style="list-style-type: none"> exclamation marks. commas for lists. apostrophes for possession (singular) e.g. the girl’s book Spells some words in their contracted form correctly e.g. don’t, can’t, doesn’t <p>Blue indicates expected standard. Green indicates greater depth</p> <p><u>Elements not underlined are not explicitly in the teacher assessment frameworks and not in counted objectives</u></p>	<p><u>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</u></p> <p><u>Use spacing between words that reflects the size of the letters.</u></p> <p><u>Use the diagonal and horizontal strokes needed to join some letters.</u></p> <p><u>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</u></p> <p><u>Spell many common exception words.</u></p> <p>Spell some common homophones e.g. sea, see.</p> <p><u>Spell most common exception words</u></p> <p><u>Make simple additions, revisions and proof-reading corrections to their own writing</u></p> <p><u>Add suffixes to spell most words correctly in their writing e.g. – ment, ness, ful, less and ly.</u></p> <p>Additional spelling for individual school consideration:</p> <ul style="list-style-type: none"> Add the suffixes ‘ed’, ‘ing’, ‘est’, ‘er’ to a root word ending in a y with a consonant before it. E.g. copy – copier. Spell plural nouns and verbs which end in ‘y’. e.g. baby – babies. Spell words <ul style="list-style-type: none"> Ending in tion correctly. With silent letters (k, w) With the different dge/ge/g sound. With the c making an s sound With le/el/al endings. With y/ey endings 	
Evidence			

