

Name		Class of	
Writing: Year 2			
Statements	6-9	10-15	16-18
Attainment	Year 2 Entering	Year 2 Developing	Year 2 Secure



Writing assessment: 18 statements 5 KPIs		
1	Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing, at least a paragraph in length).	
2	<u>Use simple adverbials to add detail (e.g. in the car).</u>	
3	Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list).	
4	Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or extend with a subordinate clause e.g. because, it, that).	
5	<u>Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and technical words used in a taught context only e.g. 'volcano' or 'evaporate').</u>	
6	The form of the text is sustained (can write at length, staying on task - close to a side of A4 at least).	
7	Can match organisation to purpose of the text.	
8	<u>Can usually maintain use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate for 2E)</u>	
9	Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.	
10	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words, (if all spelling is correct in a long enough piece to be secure evidence – tick the criteria).	
11	<u>Can use connectives other than 'and' to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).</u>	
12	Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; commas in lists; apostrophe for simple contraction and for singular possession.	
13	Can make writing lively and interesting (e.g. consciously uses humour, varies sentence length or uses punctuation to create effect etc.).	
14	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).	
15	<u>Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title – 'Big Billy Goat Gruff').</u>	
16	Can usually structure basic sentences correctly, including capitals and full stops in a longer piece.	
17	Can use accurate and consistent handwriting, (in print at minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).	
18	Uses past and present tenses correctly.	