Writing Assessment Grid – Year 2

Name/Context/Date												
Prior Knowledge (TAF Statements for WTS @ KS1)												
The pupil can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)	**1**											
Demarcating **some** sentences with capital letters and full stops	**2**											
Segmenting spoken words into phonemes and represent these by graphemes, spelling **some** words correctly and making phonically-plausible attempts at others	**3**											
Spelling **some** common exception words	**4**											
Form lower-case letters in the correct direction, starting and finishing in the right place	**5**											
Form lower-case letters to the correct size relative to one another in some of their writing	**6**											
Use spacing between words	**7**											
Transcription - handwriting												
I can form capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters	**8 TAF EXS**											
I use spacing between words that reflects the size of the letters.	**9 TAF EXS**											
I can show that I know which letters are best left unjoined.	**10**											
Composition												
After discussion with my teacher I can write simple, coherent narratives about personal experiences and those of others (real or fictional)	**11 TAF EXS**											
I can write about real events, recording these simply and clearly	**12 TAF EXS**											
I can plan my writing effectively using key words and phrases.	**13**											
I can use a resources independently to proof-read to check for missing words and mistakes; I correct these.	**14**											
Vocabulary, Grammar and Punctuation												
I use the present and past tense mostly correctly and consistently: I can check that I keep to the same tense.	**15 TAF EXS**											
I can use coordinating conjunctions (e.g. or/and/but) to join clauses and link ideas in my writing.	**16 TAF EXS**											
I can use subordinating conjunctions (e.g. when/if/that/because) to join clauses and link ideas in my writing.	**17 TAF EXS**											
I demarcate most sentences in writing with capital letters and full stops.	**18 TAF EXS**											
I use question marks correctly when required in my writing.	**19 TAF EXS**											

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I can start my sentences in different ways to create interest for the reader.	**20**											
I can use different sentence types correctly – command, statement, exclamation, question.	**21**											
Transcription – Spelling												
I can segment spoken words into phonemes and record these as graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	**22 TAF EXS**											
I can spell many common exception words.	**23 TAF EXS**											
I can spell common homophones correctly e.g. to/too/two, there/their/they're	**24**											
I can spell common words with contracted forms correctly e.g. don't.	**25**											
Greater Depth Targets												
After discussion with the teacher, I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	**26 TAF GDS**											
I can use the punctuation taught at key stage 1 mostly correctly *(NB. capital letters, full stops, question & exclamation marks, capital letters for names and for the personal pronoun 'I', commas in a list, apostrophes for omission and singular possession, e.g. Sam's pen).*	**27 TAF GDS**											
I can spell most common exception words.	**28 TAF GDS**											
I can add suffixes to spell most words correctly (e.g. –ment, -ness, -ful, -less, -ly)	**29 TAF GDS**											
I can use the diagonal and horizontal strokes needed to join some letters	**30 TAF GDS**											
I can make simple additions, revisions and proof-reading corrections to my writing	**31 TAF GDS**											
I choose specific vocabulary to add detail, precision and interest e.g. 'wolfhound' not 'dog'.	**32**											
My stories have interesting endings that I have thought carefully about.	**33**											
I take time to describe characters and events within stories rather than move from one event to the other.	**34**											
When I write, I include new phrases and words that I have met (topic words, interesting vocabulary, story-telling voice).	**35**											
I can use a dictionary to check the spelling of words.	**36**											
Score												
Stage judgement												