Writing Assessment Grid – Year 2 (Working at Expected Standard GDS)
Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.

Name												
Transcription - handwriting												
I can hold a pencil correctly to form lower case letters of the correct size relative to one another.	1											
I can use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	2											
I use spacing between words that reflects the size of the letters.	3											
I can begin to use the diagonal and horizontal strokes needed to join letters.	4											
I can show that I know which letters are best left unjoined.	5											
Composition												
I can write narratives about personal experiences and those of others (real and fictional).	6											
I can write for different purposes, including to recount real events.	7											
I can plan and discuss the content of my writing and record my ideas using key words.	8											
I can use a marking ladder when I have finished my writing and talk about my next steps.	9											
I can proof-read to check for mistakes and purple polish spelling, grammar and punctuation.	10											
Vocabulary, grammar and punctuation												
I can use expanded noun phrases to add detail e.g. The little blue mouse.	11											
I use the present and past tense correctly and check I keep to the same tense.	12											
I can use the progressive form of the past or present tense correctly e.g. she is running, he was shouting.	13											
I use capital letters for all proper nouns.	14											
I can use commas to separate the items in a list.	15											
I can use apostrophes to show where letters are missing in contractions.	16											
I can use apostrophes to mark possession.	17											

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I can use 'and', 'but' and 'or' to link ideas in my writing (coordinating conjunctions).	18											
I sometimes use 'because', 'when' 'if' and 'that' to connect ideas in my writing (subordinating conjunctions).	19											
Name												
I start my sentences in different ways to create flow.	20											
I can use different sentence types correctly – command, statement, exclamation, question.	21											
I can almost always use full stops and capital letters correctly.	22											
I can use question marks correctly when they are needed in my writing.	23											
Transcription – spelling												
I can segment spoken words into phonemes and record these as graphemes, spelling many correctly.	24											
I can spell words with alternative spellings, including a few common homophones.	25											
I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.	26											
I can spell many common exception words.	27											
I can spell words with contracted forms e.g. don't.	28											
Greater Depth targets												
I choose specific or interesting vocabulary to add detail or create interest e.g. 'wolfhound' not 'dog'	29											
I can use question marks or exclamation marks to create a story-telling voice.	30											
I use wow words so that my writing grips the reader's interest.	31											
My stories have interesting endings that I have thought carefully about.	32											
I take time to describe characters and events within stories rather than move from one event to the other.	33											
When I write, I include phrases and words that I have met (topic words, interesting vocabulary, story-telling voice).	34											

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I can use a dictionary to check the spelling of words.	**35**											
Score												
Stage judgement												