



# Writing Assessment Tracking – Year 2

Skills demonstrated across a range of age appropriate genres.

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	Use of noun phrases and adjectives add description with support.	Writing demonstrates features of different text types.	Writing demonstrates an understanding of a wider range of different text types, with some choices being made accordingly. Some playing with punctuation and grammar beyond their PoS is evident.
		Use of noun phrases and adjectives add description.	
	Writing demonstrates a variety of simple sentences and use of compound sentences (conjunctions).	Writing shows co-ordination using or/and/but and subordination using when/if/that/because.	
	Is realising that repetitive use of 'and' becomes boring for the reader.	Overall writing is starting to show features of written Standard English.	
	Capital letters, full stops, question marks or exclamation marks demarcate most sentences and with scaffolding commas are used to separate items in a list	Punctuation in line with Y1/2 Appendix 2 is mostly correct including: capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries; commas to separate items in lists.	
	Spellings set out in Y1 Appendix 1 are spelt accurately.	Some GPCs, common exception words and contractions set out in Y1/2 Appendix 1 are spelt correctly.	
	Writing demonstrates some use of the spelling rules set out in Appendix 1.	Handwriting is legible.	
	Lower case and capital letters are mostly formed and orientated accurately.	Words are almost always appropriately and consistently spaced in relation to the size of the letters.	
Spring	The consistency in the size and spacing is maintained through most of their writing.	Lower-case letters are of the correct size relative to one another	Writing demonstrates an understanding of a wider range of different text types, with some choices being made accordingly. The writer independently maintains an appropriate form throughout longer pieces of writing. Ideas from across their reading influence their writing. The writer is starting to independently demonstrate a range of more complex sentences and a blend of co-ordination and subordination to extend ideas in different ways. Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices. Handwriting is legible and consistent in size and spacing with increasing attempts to join letters. Evaluation of the effectiveness of word choice, grammar and punctuation in their own writing leads to changes, often without prompting.
		Capital letters and digits are of the correct size, orientation and relationship to one another and to lower case letters.	
	Writing uses some of features of the given text type and form is increasingly maintained.	Writing demonstrates features of different text types.	
		Apostrophes are used for some contracted forms and some singular possession in nouns.	
	There is some attempted use of apostrophes for contractions, which is not always successful.	Simple sentences are grammatically correct across a range of forms and functions (e.g. statements, questions, exclamations and commands).	
		GPCs, common exception words and contractions set out in Y1/2 Appendix 1 are spelt correctly.	
	Writing is checked for errors in spelling, grammar, punctuation and meaning and improvements being made with support.	Suffixes are used correctly to spell longer words, including –ment, –ness, –ful, –less, –ly.	
		More complex spellings are phonetically plausible.	
Summer		Diagonal and horizontal strokes are beginning to be used to join letters.	
	Writing demonstrates mostly grammatically accurate sentences, sequenced to form longer narratives.	Writing demonstrates features of different text types.	
		Writing demonstrates an understanding of a wider range of different text types, with some choices being made accordingly.	

Some sentences are demarcated with a capital letter and full stop.	Some expanded noun phrases are used to describe and specify.	Independent writing demonstrates a variety of correctly punctuated sentences with different structures and functions.
Sentences are formed using spacing between words.	Most sentences are demarcated with capital letters and full stops and with some use of question marks and exclamation marks.	The present and past tense, including the progressive form, are correctly chosen independently and used consistently throughout writing.
Spoken words are segmented into phonemes and represented using graphemes, spelling some correctly	Sentences with different forms are used in their writing (statements, questions, exclamations and commands)	The use of common punctuation is accurate, including the use of apostrophes.
Some common exception words are spelt correctly.	Present and past tense are used mostly correctly and consistently.	Most common exception words* are spelt correctly.
		Most words with contracted forms* are spelt correctly.
		Suffixes are added to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*
Lower-case letters are formed in the correct direction, starting and finishing in the right place.	Co-ordination (or / and / but) and some subordination (when / if / that / because) are used.	The diagonal and horizontal strokes needed to join letters are used in most of their writing.
Spaces are used between words.	Spoken words are segmented into phonemes and represented by graphemes, spelling many correctly	
	Many common exception words* are spelt correctly.	
	Suffixes are added to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*	
	Some words with contracted forms* are spelt correctly.	
	The diagonal and horizontal strokes needed to join letters are used in some of their writing	
	Writing shows capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	
Spaces are used between words that reflect the size of the letters.		

Composition	Grammar & Punctuation	Spelling	Handwriting	Proof Reading	<p><b>Once an objective has been covered it becomes Bold</b></p> <p>It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD</p>
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