



## Year 2 writing assessment

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Sentence knowledge</b>	Punctuates sentences correctly – <b>full stops, capital letters</b> .  Uses capital letters for <b>names</b> .	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).  Uses <b>commas</b> to separate items in a list.	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).  Writes sentences for different forms: <b>Statement, question, exclamation, command</b> .  Uses punctuation correctly – <b>exclamation marks, question marks, full stops</b> .	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).  Applies accurate use of <b>exclamation marks and question marks</b> .	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).  Uses a range of sentence forms to address the reader (Statement, question, exclamation, command).	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).  Uses a range of sentence forms to address the reader (Statement, question, exclamation, command).
<b>Adjectives</b>	Applies knowledge of adjectives to give well-structured <b>descriptions, explanations</b> and <b>narratives</b> .	Applies <b>clear and precise description about the topic</b> .	Continues to apply <b>clear and precise description about the topic</b> .	Continues to write <b>detailed, descriptive</b> sentences about an image.  Writes in <b>detail</b> and with <b>description that informs the reader</b> .	Continues to apply <b>clear and precise description about the topic</b> .  Adds -er and -est to adjectives to describe.	Continues to apply <b>clear and precise description about the topic</b> .  Continues to apply -er and -est to adjectives.
<b>Adverbs</b>		Adds -ly to turn adjectives into <b>adverbs</b> .  Able to turn adjectives into <b>adverbs</b> .	<b>Continues to use adverbs</b> in writing to enhance descriptions.	Orders events with <b>adverbs of time</b> – firstly, finally, etc.	Continues to use adverbs in writing.	Continues to use adverbs in writing.
<b>Apostrophes</b>				Begins to use a <b>possessive apostrophe</b> (singular).	Begins to use apostrophes for <b>contracted forms</b> .	Continues to use apostrophes for contracted form, and for possession.
<b>Nouns</b>	Uses <b>expanded noun phrases</b> to describe and specify <b>characters and settings</b> .	Continues to use <b>expanded noun phrases</b> to describe.	Continues to use <b>expanded noun phrases</b> to describe.	Continues to use <b>expanded noun phrases</b> to describe.	Continues to use expanded noun phrases to describe and specify.	Continues to use expanded noun phrases to describe and specify.
<b>Verbs</b>	<b>Verbs to indicate time</b> are used correctly and consistently ( <i>were, was, went etc</i> ).	Verbs to indicate time continue to be used consistently and correctly.	Verbs to indicate time continue to be used consistently and correctly.  Past and present tenses are used correctly and consistently, including progressive form.	Present and past tense verbs are used correctly and consistently, including those of time.  Able to use the progressive form of verbs in the present and past tense.	Verbs to indicate time continue to be used consistently and correctly.  Present and past tense verbs are used correctly and consistently.	Applies tenses appropriately.  Uses past and present tense correctly and consistently including the progressive form.
<b>Suffixes and prefixes</b>						Adds suffixes to spell longer words -ment, -full
<b>Homophones</b>					Uses homophones and near homophones.	Continues to use homophones and near homophones.
<b>Conjunctions</b>	Uses coordination ' <b>and</b> ' & subordination ' <b>because</b> ' correctly in their writing.	Uses co-ordination ' <b>but</b> ' and ' <b>or</b> '.	Uses subordination and applies ' <b>because</b> ' and begins to use ' <b>when</b> '.	Confidently applies subordination – ' <b>that</b> ', ' <b>because</b> ', ' <b>when</b> '.	Confidently applies ' <b>because</b> ' and ' <b>when</b> ' as subordination.  Continues to use subordination ' <b>that</b> ', and begins to use ' <b>if</b> '.	Continues to apply all subordination ( <i>that, if, because, when</i> ) and co-ordination ( <i>but, or, and</i> ).

[illegible]