

William Westley Assessment Grids -Year 2

		Autumn	Spring				Summer	
<u>Text Types:</u>								
<u>Targets:</u>								
Standard	Content	Description	Identifying the Reader	Verbs / Tenses	Clause Structure	Punctuation	Spelling	Presentation
Mastered	12/16: M(a)	1) Write effectively and coherently for different purposes	3) Some expanded noun phrases with 2+ adjectives the old, spooky mansion	5)With some guidance, edit own writing, making corrections and improvements	6) Consistent use of tense throughout a piece of writing	Some correct uses of: 7) apostrophes for contracted form <i>I'm I'll we'll</i> 8) commas in a list He packed his glasses, homework book and umbrella. 9) Increasing correct uses of apostrophes for the possessive (singular) <i>the girl's bag</i> 10) The full range of KS1 punctuation used correctly	11) Spell most common exception words (see National Curriculum) 12) Spell most words with contracted forms <i>can't didn't it's hasn't couldn't I'll</i> 13) Add suffixes to spell most words correctly <i>Speechless quickly amazement sadness wonderful</i> 14) Spell most common homophones	15) Join most letters 16) Write capital letters and digits the right size compared to lower case letters
	9/16: M(b)	2) Consistent and sustained use of:						
	6/16: M(c)	a) well- chosen vocabulary b) correct tense	4) Some use of ambitious vocabulary					

Standard	Content	Description	Identifying the Reader	Verbs / Tenses	Clause Structure	Punctuation	Spelling	Presentation	
Secure	24/27: S(a)	1) Write simple, coherent narratives (fiction or non-fiction) 2) Write about real events.	3) Some expanded noun phrases (adjective + noun) <i>the blue butterfly</i> 4) Some powerful verb choices 5) Begin to use adverbs 6) Begin to use adverbials of time (<i>then, after, next</i>)	7) Make corrections when given nonspecific guidance <i>Could you use a different punctuation mark here? How did we learn to spell this word? [Pink for Think]</i>	8) Use present and past tense verbs mostly correctly and consistently <i>runs / ran goes / went</i>	Learn how to punctuate sentence forms: 9) statements <i>It was raining.</i> 10) questions <i>Where was she?</i> 11) exclamations <i>What a rainy day!</i> 12) commands <i>Open the door.</i> Join ideas using: 13) some subordination : <i>when if as because</i> 14) some coordination : <i>or and but so</i> <i>The pool is closed so we will go to the park.</i>	15) capital letters 16) full stops 17) Use question marks correctly when required 18) Some correct use of exclamation marks 19) Capital letters mostly used correctly for: a) a person's name b) the name of a place c) days of the week d) the personal pronoun 'I'	20) Using knowledge of phonics to spell many words correctly 21) Spell many Yr 2 common exception words 22) Spell some words with contracted forms <i>can't didn't it's hasn't I'll</i> 23) Spell some common homophones .	24) Begin to join some letters 25) Write capital letters and digits the right size compared to lower case letters 26) Lower case letters are oriented (placed) correctly 27) Use spacing between words that reflects the size of the letters
	16/27: S(b)								
	9/19: S(c)								

Standard	Terminology	Content	Grammar	Punctuation	Spelling	Handwriting	
Developing	24/27: D(a)	Understand and use the following terminology when talking about writing: 1) letter 2) capital letter 3) word 4) sentence 5) full stop	6) Use key features of narrative in their own writing <i>Repetition of words and phrases / alliteration / common linguistic patterns such as simple fronted adverbials:</i> <i>One sunny day...</i> <i>Once upon a time...</i>	7) Start some sentences with a capital letter Sometimes use a capital letter for: 8) a person's name <i>Sam Emma</i> 9) the name of a place <i>Apple Tree School London</i> 10) the days of the week 11) the personal pronoun I 12) Use 'and' to join clauses <i>Sam had chips and Alex had a burger</i> 13) Sometimes use present and past tense verbs correctly (run/ ran; goes/ went)	14) End some sentences with a full stop 15) Recognise and verbally describe the function of question marks 16) Recognise and verbally describe the function of exclamation marks 17) With guidance, edit own writing <i>[Pink for Think]</i>	18) Using knowledge of phonics to spell many words correctly (using phonemes from National Curriculum, pp50-54), including in sentences dictated by the teacher 19) Spell many common exception words (see National Curriculum, p54) including in sentences dictated by the teacher 21) Use most letter names 22) Use many Y1 spellings rules.	23) Form all lower case letters correctly, becoming more evenly sized (esp. s, c and w) 24) Form all capital letters correctly 25) Form digits 0-9 correctly 26) Leave spaces between words 27) Place many lower case letters correctly on the line (e.g. j, p, g)
	16/27: D(b)						
	9/27: D(c)						