

# KEY STAGE 2 WRITING KEY ASSESSMENT OVERVIEW

## YEAR 1

Talks about / discusses what they are going to write and can compose a sentence orally before writing it.

Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC.

Correctly writes independent simple sentences include words using the GPCs and common exception words taught so far.

Begin to form lower-case letters in the correct direction, starting and finishing in the right place (but size may be inconsistent).

Sequences sentences to form short narratives. May only be simple sentences but meaning flows.

Can use taught spelling rules.

Can add a range of prefixes and suffixes.

Pupils can use their knowledge of phonics to write words.

Pupils can use root words and endings.

Can spell the days of the week correctly.

Sits correctly at a table and holds the pencil appropriately.

Forms capital letters correctly (but size may vary).

Forms digits 0-9 correctly but size may vary.

Can leave spaces between words.

Use a capital letter and full stops (demarcate sentences).

Use exclamation marks and questions marks (demarcate sentences).

Uses a capital letter for proper names (people, places, days of the week) and for personal pronoun 'I'.

Joins words and clauses using 'and' (then, because for greater depth).

Begins to use tenses correctly (e.g. the simple past and present).

Use some descriptive language (e.g. colour, size and simple emotion).

Re-reads writing to check it makes sense and makes some corrections to it.

Sequencing sentences to form short narratives.

To construct a simple piece of writing with a linear structure; beginning, middle and end.

Simple story with a good, bad or relevant characters.

Can read own writing aloud clearly, and can discuss what they have written with others (peers or teachers).

## YEAR 2

Segments spoken words into phonemes and represents these by graphemes, spelling correctly (Phase 6 Letters and Sounds or equivalents).

Consistently uses spaces between words that reflect the size of the letters.

Uses full stops, capital letters, exclamation marks, question marks and commas for lists 75% of the time correctly.

Uses present and past tense correctly and consistently, including the progressive form to mark actions in progress (e.g. she is drumming, he was shouting).

To spell many exception words (most for Greater Depth).

Add suffixes to spell words, including –ment, -ness, -ful, -less, -ly.

Spells some common homophones, and distinguishes between homophones and near-homophones.

To spell some contracted words.

To use the possessive apostrophe in singular nouns GD.

Uses diagonal and horizontal strokes needed to join letters in some of their writing.

Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters.

Can use sentences of different forms: statements, questions, exclamations and commands.

Uses expanded noun phrases to describe and specify (e.g. blue butterfly, plain flour).

Uses a variety of co-ordination (conjunctions – or, and, but) in writing.

Uses a variety of subordination (conjunctions – when, if, that, because) in writing.

Can separate items in a list using commas.

Correctly writes simple sentences independently that include words using phonetically plausible and common exception words and punctuation taught so far (Phase 6 Letters and Sounds).

Begin to divide their own writing into sections (where appropriate).

Can plan writing appropriately, by writing down ideas and / or key words, including new or relevant vocabulary.

Has stamina in writing, can write at least 3 parts.

Reads own writing aloud with appropriate intonation to make meaning clear.

Can evaluate their own and others finished writing with teacher and/ or peers.

Can proof read own writing and make relevant corrections, e.g. can check verb tense consistency, spelling, grammar and punctuation.

To attempt to interest the reader through creating characters and settings.

Writing is appropriate for different purposes, follows forms of narrative (real and fictional), recount and poetry.