

Netherbrook Primary School
Writing Assessment: Stage 2

Composition				Transcription			
Vocabulary, Grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Vocabulary, Grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Composition		Spelling <i>(see Appendix 1 NC 2014)</i>	
1	Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>	9	Expand noun phrases for description e.g. <i>the blue butterfly, plain flour</i>	18	Re-read to check that their writing makes sense	30	Add suffixes 'ful' or 'less' to create adjectives e.g. <i>playful, careful, careless, hopeless</i>
2	Use sentences with different forms: <i>statement, question, command, exclamation</i>	10	Use past tense for narrative, recount e.g. <i>diary, newspaper report, biography</i> , and historical reports	19	Proofread to check for errors in spelling, grammar and punctuation	31	Use suffixes 'er' and 'est' to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>
3	Use commas to separate items in a list	11	Use present tense for non-chronological reports and persuasive adverts	20	Read aloud their writing with intonation to make the meaning clear	32	Use suffix 'ly' to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>
4	Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>	Composition		Spelling <i>(see Appendix 1 NC 2014)</i>		33	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far
5	Use apostrophes for possession (singular) e.g. <i>the girl's book</i>	12	Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>	21	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly		
6	Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other time connectives: <i>while, as, before, after</i>			13	Encapsulate what they want to say, sentence by sentence	22	Learn new ways of spelling phonemes for which one or more spellings are already known
7	Use subordination for reason e.g. <i>I put my coat on because it was raining, . Because it was raining, I put on my coat.</i> Other reason connectives: <i>so, if, then, for, unless</i>	14	Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>	23	Learn some words with each spelling, including a few common homophones	34	Form lower-case letters of the correct size relative to one another
				24	Learn to spell common exception words		
				25	Learn to spell more words with contracted forms	35	Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>
26	Distinguish between homophones and near-homophones	36	Write upper digits of the correct size and orientation				
7	Use subordination for reason e.g. <i>I put my coat on because it was raining, . Because it was raining, I put on my coat.</i> Other reason connectives: <i>so, if, then, for, unless</i>	15	Write simple poems based on models	27	Add suffixes 'ness' and 'er' to create nouns e.g. <i>happiness, sadness, teacher, baker</i>	37	Write upper case letters of the correct size relative to lower case letters
		16	Edit and improve their own writing in relation to audience and purpose	28	Select, generate and effectively use adjectives.	38	Start using some of the diagonal and horizontal strokes needed to join letters
8	Select, generate and effectively use verbs	17	Evaluate their writing with adults and peers	29	Select, generate and effectively use nouns	39	Use spacing between words that reflects the size of the letters

Assessment Guidance

Assessment Stage	2.1	2.2	2.3	2.4	2.5	2.6
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations