

## Assessment Criteria

## Writing Stage 2

Name:		Class:	Year:	Unit 1	Unit 2	Half termly	Overall grade		
Start score:	Target Score:	End Score:							
<b>Transcription: Spelling</b>									
1. Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly									
2. Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling inc a few common homophones ( <i>Sp 2:1-20, GH 2:3,4</i> )									
3. Spell common exception words ( <i>KW 2:1-2:3</i> )									
4. Spell more words with contracted forms and the possessive apostrophe (singular) ( <i>Sp 2:7-9; GH 2:1,2</i> )									
5. Add suffixes to spell longer words e.g. –ment, –ness, –ful, –less, –ly ( <i>Sp 2:27-30; GH 2:5,6</i> )									
6. Write from memory simple dictated sentences including the words and punctuation taught so far ( <i>Sp St 2; GH St 2</i> )									
<b>Transcription: Handwriting</b>									
7. Form lower-case letters to the correct size relative to one another									
8. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined									
9. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters									
10. Use spacing between words that reflects the size of the letters									
<b>Writing: Composition</b>									
11. Develop positive attitudes towards and stamina for writing by: <i>writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes</i>									
12. Consider what they are going to write by: <i>planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence</i>									
13. Make simple additions, revisions and corrections to their writing by: <i>evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punct</i>									
<b>Writing: Vocabulary, Grammar and Punctuation</b>									
14. Knows how to use full stops and capital letters correctly ( <i>GH 2:1,2,13-17; Sp 2:7,8</i> )									
15. Knows how to use exclamation and question marks correctly ( <i>GH 2:1,2,13-17; Sp 2:7,8</i> )									
16. Knows how to use commas for lists ( <i>GH 2:1,2,13-17; Sp 2:7,8</i> )									
17. Knows how to use apostrophe for contracted forms/possessive (singular) ( <i>GH 2:1,2,13-17; Sp 2:7,8</i> )									
18. Knows how to use subordination using when, if, that, because ( <i>GH 2:19,20</i> )									
19. Knows how to use co-ordination using or, and, but ( <i>GH 2:19,20</i> )									
20. Knows how to use sentences with different forms: statement, question, exclamation, command ( <i>GH 2:15</i> )									
21. Knows how to use expanded noun phrases to describe and specify ( <i>GH 2:24</i> )									
22. Knows how to use the present and past tenses correctly and consistently including in the progressive form ( <i>GH 2:20; Sp 2:24, 2:26</i> )									
23. Knows how to use suffixes to form nouns ( <i>-ness, -er</i> ) ( <i>Sp 2:21-2:30; GH St 2</i> )									
24. Knows how to use suffixes to form adjectives ( <i>-ful, -less</i> ) and adverbs ( <i>-ly</i> ) ( <i>Sp 2:21-2:30; GH St 2</i> )									
4-6: St 2 emerging	7-12 St 2 developing	13-18 St 2 securing	19-24 St 3 ready						