

**Year 2 Writing Assessment – SATs**

<b>Termly Focus Objectives:</b>	<b>Name:</b>		
	<b>Learning Objectives</b> <ol style="list-style-type: none"> <li>1. To illustrate how spoken word can be translated into written narrative.</li> <li>2. To recognise a series of sequential sentences which placed together create a narrative.</li> <li>3. To explain how words are formed using lower case letters.</li> <li>4. To identify spacing between sentences using spacing techniques.</li> <li>5. To demonstrate how size, formation and direction contribute to well-formed letters and words.</li> </ol>	<b>Monitoring Completed:</b>	
	<b>Working towards the expected standard:</b> <b>Success Criteria</b>	<b>Met:</b>	<b>Evidence:</b>
	The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:		
Autumn	<ul style="list-style-type: none"> <li>• demarcating some sentences with capital letters and full stops</li> </ul>		
Autumn	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly</li> </ul>		
Autumn	<ul style="list-style-type: none"> <li>• spelling some common exception words</li> </ul>		
Autumn	<ul style="list-style-type: none"> <li>• forming lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>		
Autumn	<ul style="list-style-type: none"> <li>• forming lower-case letters of the correct size relative to one another in some of the writing</li> </ul>		
Autumn	<ul style="list-style-type: none"> <li>• using spacing between words</li> </ul>		
	<b>Learning Objectives</b> <ol style="list-style-type: none"> <li>1. To plan and formulate a narrative from real or fictional experiences.</li> <li>2. To recognise different forms within writing.</li> <li>3. To identify and separate past from the present within written words.</li> <li>4. To distinguish between phonemes and graphemes</li> <li>5. To name co-ordination, subordination and suffix words.</li> </ol>	<b>Monitoring Completed:</b>	

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	<b>Working at the expected standard: Success Criteria</b>	<b>Met:</b>	<b>Evidence:</b>
	The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
Spring	<ul style="list-style-type: none"> <li>demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>using sentences with different forms in their writing (statements, questions, exclamations and commands)</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>using some expanded noun phrases to describe and specify</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>using present and past tense mostly correctly and consistently</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>using co-ordination (or/and/but) and some subordination (when/if/that/because)</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>spelling many common exception words</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>spelling some words with contracted forms</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>adding suffixes to spell some words correctly in their writing e.g. –ment, -ness, -ful, -less, -ly</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>using spacing between words that reflects the size of the letters</li> </ul>		
	Learning Objectives	<b>Monitoring:</b>	
	1. To differentiate between a range of punctuation to support structure and language.	<b>Completed:</b>	

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	2. To recognise accurate spelling for a collection of words with contracted forms.		
	3. To reproduce horizontal and diagonal strokes in letter formation.		
	4. To Identify the purpose of a piece of writing.		
	5. To apply oral discussions techniques to support the stimulus for writing.		
	<b>Working at greater depth within the expected standard:</b>	Met:	Evidence:
	<b>Success Criteria</b>		
	The pupil can write for different purposes, after discussion with the teacher:		
Summer	<ul style="list-style-type: none"> <li>using the full range of punctuation taught at key stage 1 mostly correctly</li> </ul>		
Summer	<ul style="list-style-type: none"> <li>spelling most common exception words</li> </ul>		
Summer	<ul style="list-style-type: none"> <li>spelling most words with contracted forms</li> </ul>		
Summer	<ul style="list-style-type: none"> <li>adding suffixes to spell most words correctly in their writing, e.g –ment, -ness, -ful, -less, -ly</li> </ul>		
Summer	<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters in most of their writing</li> </ul>		