

## Year 2 – Writing assessment

Key Assessment Criteria	Date when evidenced					
<b>Working towards the expected standard</b>						
Demarcate some sentences with capital letters and full stops.						
Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.						
Spell some common exception words (Years 1 and 2 – see Appendix 1).						
Form lower-case letters in the correct direction, starting and finishing in the right place.						
Form lower-case letters of the correct size relative to one another in some of the writing.						
Use spacing between words.						
<b>Working at the expected standard</b>						
Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks.						
Use sentences with different forms in their writing (statements, questions, exclamations and commands).						
Use some expanded noun phrases to describe and specify: consistently e.g. <i>The blue butterfly, The man in the moon, The plain flour</i>						
Use present and past tense mostly correctly.						
Use co-ordination (or / and / but) and some subordination (when / if / that / because).						
Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.						
Spell many common exception words (Years 1 and 2 – see Appendix 1).						
Spell some words with contracted forms e.g. <i>I'm, didn't</i> .						
Add suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly						
Use the diagonal and horizontal strokes needed to join letters in some of their writing.						
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.						
Use spacing between words that reflects the size of the letters.						
<b>Working at greater depth within the expected standard</b>						
Use the full range of punctuation taught at Key Stage 1 mostly correctly, including commas in lists, apostrophes for contracted forms and the possessive (singular).						
Spell most common exception words.						
Spell most words with contracted forms.						
Add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less.						
Use the diagonal and horizontal strokes needed to join letters in most of their writing.						

## Year 2 – Reading assessment

Key Assessment Criteria	Date when evidenced					
<b>Working towards the expected standard</b>						
Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.						
Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).						
Read many common exception words.						
Read aloud many words quickly and accurately without overt sounding and blending.						
Sound out many unfamiliar words accurately.						
Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.						
<b>Working at the expected standard</b>						
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.						
Read accurately words of two or more syllables that contain the same graphemes as above.						
Read the common exception words and words containing common suffixes.						
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.						
Read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.						
Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.						
Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.						
Discuss and clarify the meanings of words, linking new meanings to known vocabulary.						
Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.						
Draw on what is already known or on background information and vocabulary provided when reading texts.						
Check that the text makes sense and correct inaccurate reading.						
Make inferences on the basis of what is being said and done.						
Answer and ask questions about the book I have read.						
Predict what might happen on the basis of what has been read so far.						
Participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.						
<b>Working at greater depth within the expected standard</b>						
Improve meaning through expression and intonation.						
Identify and comment on the main characters in stories and the way they relate to one another.						
Self-correct, look backwards and forwards in the text and search for meaning.						
Make sensible predictions about what is likely to happen in the story and to different characters.						
Know how suspense and humour are built up in a story, including the development of the plot.						
Recognise similarities in the plot or characters within different stories.						
Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.						
Read poetry, using intonation and expression and handle humour appropriately when needed.						

