

Writing Assessment Outcomes

Skills	Stage 2
Transcription	<p>Spelling</p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and record these as graphemes. • Spell words with alternative spellings, including a few common homophones. • Spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. • Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. • Identify phonemes in unfamiliar words and use syllables to divide words. • Learn to spell common exception words. • Spell some words using contracted forms. <p>Handwriting</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Begin to use some of the diagonal and horizontal strokes needed to join letters. • Show that I know which letters are best left unjoined. • Use 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.
Composition	<ul style="list-style-type: none"> • Write narratives about personal experiences and those of others, both real and fictional. • Write for different purposes, including real events. • Write poetry. • Plan and discuss the content of writing and record ideas. • Orally rehearse a sentence or a sequence of sentences to make the meaning clear. • Evaluate writing independently, with peers and with an adult. • Proof-read to check for errors in spelling, grammar and punctuation. • Make improvements to their own writing. • Consistently use the present tense and past tense correctly. • Re-read writing to check that it makes sense (focus on word use).
Grammar and Punctuation	<p>Sentence structure</p> <ul style="list-style-type: none"> • Use subordination using when, if, that or because and co-ordination using or, and or but. • Use expanded noun phrases to describe and specify (e.g. the blue butterfly). • Say how the grammatical patterns in a sentence indicate its function. • Consistently use the present tense and past tense correctly. • Use the progressive forms of verbs in the present and past tense. • Use sentences with different forms; statement, question, exclamation and mark. <p>Punctuation</p> <ul style="list-style-type: none"> • Use capital letters for names of people, places, day of the week and the personal pronoun 'I'. • Correctly use question marks and exclamation marks, • Use commas to separate items in a list. • Use apostrophes to show where letters are missing and to mark singular possession in nouns. • Use capital letters and full stops to mark most sentences accurately.
Additional Guidance	
Greater Depth Examples	<ul style="list-style-type: none"> • Interim framework document statements. • Choose the appropriate style and form for the purpose and audience of the writing. • Use techniques to engage the reader, for example, personal comments, opening hook, and flashback. • Write paragraphs with a clear focus. • Write paragraphs with different structures and lengths. • Link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns. • Use different sentence structures and length to suit the purpose and audience of the writing. • Use a range of sentence types for impact and specific effect on the reader. • Control complex sentences, manipulating the clauses to achieve specific effects. • Use punctuation to convey and clarify meaning, including colon and semi-colon. • Make precise and specific word choices according to the text type and audience. • Summarise longer texts precisely, identifying the key information. • Use the passive voice confidently, for example, to create suspense or in a science investigation or historical or geographical report. • Use the subjunctive in the most formal writing to express a wish or a suggestion for the future.