St Bernadette's Catholic Primary School - Year 2 Writing Assessment Ladder

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
Vocabulary, Grammar and Punctuation																			
As in Year 1 and: Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).																			
Use sentences with different forms: statement, question, command, exclamation.																			
Secure the use of full stops, capital letters, exclamation marks and question marks.																			
Use commas to separate items in a list.																			
Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.																			
Use apostrophes for singular possession in nouns, e.g. the girl's name.																			
Use subordination for time using *when, before and after* e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.																			
Use subordination for reason using *because and if e*.g. I put my coat on because it was raining. Because it was raining, I put on my coat.																			
Use the subordinating conjunction *that* in a sentence, e.g. I hope that it doesn't rain on sports day.																			
Select, generate and effectively use verbs.																			
Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.																			

Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports.																				
Use present tense for non-chronological reports and persuasive adverts.																				
Select, generate and effectively use nouns.																				
Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker.																				
Create compound words using nouns, e.g. whiteboard and football.																				
Select, generate and effectively use adjectives.																				
Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).																				
Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless.																				
Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest.																				
Select, generate and effectively use adverbs. Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.																				
Composition																				
Planning Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.																				
Drafting and Writing Orally rehearse each sentence prior to writing.																				
Develop a positive attitude to writing.																				
Develop stamina for writing in order to write at length.																				
Write about real and fictional events.																				

Write simple poems based on models.																				
Make simple notes from non-fiction texts, e.g. highlighting and noting key words.																				
Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.																				
Evaluating and Editing Edit and improve own writing in relation to audience and purpose.																				
Evaluate their writing with adults and peers.																				
Proof read to check for errors in spelling, grammar and punctuation.																				
Proof read to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.																				
Performing Read aloud their writing with intonation to make the meaning clear.																				
Handwriting																				
Form lower-case letters of the correct size relative to one another.																				
Orientate capital letters correctly.																				
Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.																				
Write capital letters and digits of the correct size relative to one another and to lower case letters.																				
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.																				
Use spacing between words which reflects the size of the letters.																				