

St. Paul's Writing Assessment Sheet

Golden Thread (Ready to Progress Criteria) – linked to End of Key Stage 1 expectations

Year Two		Writing Piece:						
Purpose and Impact	Write simple, coherent narratives about personal experiences and those of others (real or fictional)							
	Write about real events, recording these simply and clearly							
	Ideas are relevant for non-fiction <i>e.g. informative points in a report, memories in a recount.</i>							
	Include the main features of a genre/text type.							
Structure and Shape	Include enough information and description to interest the reader.							
	Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction <u>Group main ideas together</u>							
Sentence Structure	Use sentences with different forms: statement, question, exclamation and command							
	Ask questions to the reader.							
	Write sentences with adventurous adjectives							
	Write long sentences.							
	Write short sentences							
	Start sentences in different ways from a name or a personal pronoun <i>e.g. One bright morning...</i> <u>Include expanded noun phrases for description and specification</u> <i>e.g. The blue butterfly</i>							
Tense	Use correct verb forms <i>e.g. present; she is drumming, past; he was shouting.</i>							
	Apply correct tense across a piece of writing including progressive form to mark actions in progress <i>e.g. they were jumping</i>							
Conjunctions/ Complex Sentences	Write compound sentences that include co-ordination <i>e.g. or, and, but.</i>							
	Write complex sentences that include subordination <i>e.g. when, if, that, because.</i>							
Writerly Techniques	Use rhyme for effect <i>e.g. He was snoring and roaring</i>							
	Use repetition in a basic way that follows story models <i>e.g. run, run as fast as you can</i>							
Vocabulary	Choose words appropriate to the writing							
	<u>Construct sentences that include adjectives, adverbs and precise verbs</u>							
Adverbs/ Adverbial Phrases	Begin sentences with an adverb/ adverbial phrase and reposition in different places within the sentence <i>e.g. 'ly' word, quickly</i>							
Punctuation	Always use full stops.							
	Use commas to separate items in a list.							
	Use capital letters most of the time							
	Use apostrophes to mark missing letters in contracted forms <i>e.g. I've, We'll.</i>							
	Use exclamation marks and question marks.							
	Use the apostrophe to mark singular possession <i>e.g. the girl's bag</i>							
Spelling and Word Structure	Use phonetically plausible strategies to spell unknown polysyllabic words							
	Spell many common exception words							
	Use adjectives ending in ___ful, ___less, ___er, ___est <i>e.g. beautiful.</i>							
	Turn adjectives into adverbs through applying 'ly' <i>e.g. slowly</i>							
Handwriting and Presentation	Form 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							

