



Name: _____

Stage 2		Working Towards Age Expected	Working At Age Expected	Working At Greater Depth
Composition	Grammar Sentence Structure	I can use some simple and compound sentences (with a greater range of conjunctions). I am starting to use the present and the past tense. I am starting to punctuate questions, exclamations and commands appropriately.	I can correctly structure simple and compound sentences. I can use conjunctions of subordination (when, if, that, because) and coordination (or, and, but). I can write sentences using different forms (statement, question, exclamation or command). I can use the present and the past tense mostly correctly, including the progressive form.	I confidently and consistently use grammar taught at key stage one: I can correctly structure simple and compound sentences. I can use conjunctions of subordination (when, if, that, because) and coordination (or, and, but). I can use a variety of sentence openers to suit the task. I can use sentences with different forms. (Statement, question, exclamation or command.) I can use the present and the past tense mostly correctly, including the progressive form.
	Punctuation	I can use some capital letters and full stops. I can use capital letters for names and personal pronoun I independently. I can use question marks and exclamation marks, realising their effect on the reader. I am beginning to use commas to separate items in a list. I am beginning to use apostrophes for contractions.	I can use capital letters and full stops to mark my sentences. I can use question marks and exclamation marks, realising their effect on the reader independently. I can consistently use capital letters for personal pronoun I and usually use capital letters for other proper nouns (e.g. days of the week, months, names, place names). I can use commas to separate an item in a list. I can use apostrophes to mark where letters are missing in contractions. I can use apostrophes to mark possession.	I confidently and consistently use a full range of punctuation taught at key stage one: I can use capital letters and full stops to mark my sentences. I can use question marks and exclamation marks, realising their effect on the reader independently. I can consistently use capital letters for personal pronoun I and usually use capital letters for other proper nouns (e.g. days of the week, months, names, place names). I can use commas to separate an item in a list. I can use apostrophes to mark where letters are missing in contractions. I can use apostrophes to mark possession.
	Organisation Text Structure	I am starting to use narrative features including opening, middle and ending and I am starting to write events in a chronological order. Organisation reflects the purpose of the writing. Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poetry Beginning to use some of the characteristics of non-narrative form to communicate meaning	I can use narrative features including opening, middle and ending and I can write events in a chronological order. I can write simple narratives about personal experiences and those of others, including real events. I can write different types of text such as letters, stories, recounts, information texts and explanations.	I can clearly structure a narrative, without prompts or guidance I can develop my narrative features, including opening, middle and ending and I can write events, which are balanced in a chronological order. e.g. a more rounded resolution I can write different types of text such as letters, stories, recounts, information texts and explanations, using flare and style. In my information writing I can split my writing into sections appropriately using features of the text.
	Vocabulary	I am starting to use sentence openers to suit the task. I am starting to use expanded nouns phrases to describe (adjectives) I am starting to add detail to my writing. I am starting to turn adjectives into adverbs E.g. slow, slowly, happy, happily	I can use expanded nouns phrases to describe (adjectives) I can turn adjectives into adverbs E.g. slow, slowly, happy, happily I can use a variety of sentence openers to suit the task. I can add detail to my writing to make it interesting and exciting.	I can use a wider range of ambitious adjectives and adverbs. I can communicate meaning in a way that is lively and generally hold the interest of the reader.
	Drafting and Editing	I check my writing with prompting. I can make some improvements to spelling, punctuation and grammar.	I can talk about my writing with my teacher and my peers, discussing where targets have been met and what can be improved. I can make simple additions, changes and corrections to my own writing including: - Rereading to check for sense - Proof reading for errors	I can independently evaluate the effectiveness of my writing and can make changes without being prompted.
Transcription	Spelling	I can use my phonics to help me spell. I can spell some tricky words. I am beginning to apply my knowledge of spelling patterns (appendix 1 and 2)	I can apply my knowledge of spelling patterns (appendix 1 and 2) I can use my phonics to spell most longer and unknown words. I can spell most common exception words. I can use apostrophes for some contractions E.g. didn't, I'm, couldn't, can't I can use some suffixes E.g. -ment, -ness, -full, -less and -ly.	I can spell most common exception words correctly. I can spell most contractions. I can add suffixes to spell most words correctly. I am applying my phonic knowledge and spelling pattern knowledge to spell more complex words with increasing accuracy (appendix 1 and 2).
	Handwriting	My letters are formed correctly, the correct size and relative to one another. I can form my letters correctly, starting and finishing in the correct place. I can use finger spaces between words and my letters are accurately spaced. I do not mix upper and lower case letters within my words.	I can sometimes join my handwriting, using the diagonal and horizontal strokes needed. My letters are always formed correctly, the correct size and relative to one another (spacing). I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	I can use neat, joined up handwriting most of the time.



Mossley C.E.
Controlled Primary School

Stage 2 Assessment and Learning Grid

Name: