

A hand holding a yellow pencil is positioned over a sheet of lined paper. The paper features a handwriting practice chart with rows of letters and numbers. The chart includes uppercase and lowercase letters from L to Z, and numbers from 1 to 0. The text 'Writing Assessment Framework Year 2' is overlaid in the center of the page.

**Writing
Assessment Framework
Year 2**

These Teacher Assessment Frameworks (TAFs) will support teachers across the primary age range to identify children's current attainment against national curriculum expectations for their year group for writing.

These can be used at points across the year to consider the likelihood of meeting end of year standards. Throughout the year teachers will record judgements as working within working towards (WWT), working towards (WT), working within expected (WEX), working at expected (EX), working within greater depth (WGD) and working at greater depth (GD).

'Pupil can' statements

'Pupil can' statements are performance indicators to give a snapshot of a pupil's attainment at the end of the year. The statements listed in a standard describe what a pupil working at that standard should be able to do. Within the standards, some statements are shaded grey. These are spelling statements from the National Curriculum and if children are using these words, they should be spelling them correctly. However, they would not stop a child being that standard.

Qualifiers and examples

Some of the statements within these frameworks contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent. Some of the statements contain examples. These do not dictate the evidence required, but only how that statement might be met.

Evidence

While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools. **Specific evidence does not need to be 'produced'; what pupils can do should be evident in their work.**

Evidence should come from day-to-day work in the classroom and can be drawn from a variety of sources: the only requirement is that it supports the judgement being made. The type of evidence will vary from school to school, class to class, and even pupil to pupil. **A pupil's work in books will often have all the evidence a teacher needs**, but evidence might come from a number of potential additional sources, such as projects, assessment notes (for example, guided reading records, phonics records, notes on mathematics exercises), classroom tests and assessments.

The form of evidence supporting a teacher's judgement is entirely up to the teacher, provided that it meets the requirement of the frameworks.

A pupil's work in English alone may provide sufficient evidence to support the judgement, although evidence should ideally include work in other curriculum subjects.

Teachers may consider a single example of a pupil's work to provide evidence for multiple statements. A teacher will, of course, see multiple statements evidenced across a collection of work. However, depending on the statements and the nature of the evidence, sometimes one example will be enough.

In English writing, it may be the case that a single, comprehensive example of writing is sufficient to show that a pupil can exemplify a statement.

A flexible approach

The approach to teacher assessment of English writing recognises and reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore afforded flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against **all** of the 'pupil can' statements within the standard at which they are judged to be working. While a pupil's writing *should* meet all the statements within that standard (since these represent the key elements of English writing within the national curriculum), teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement of a pupil's overall attainment being made.

When a teacher deems that a pupil meets a standard despite a particular weakness, they must have **good reason** to judge that this is the most accurate standard to describe the pupil's overall attainment. The reason for this is likely to vary from pupil to pupil but, in all instances, teachers must be confident that the weakness is an exception in terms of the pupil's overall attainment.

A **particular weakness** can relate to a part or the whole of a statement; the only consideration is whether it prevents an accurate judgement from being made overall. A particular weakness may well relate to a specific learning difficulty, but it is not limited to this. In addition, a specific learning difficulty does not automatically constitute a particular weakness which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils.

Spelling

A pupil's standard in spelling should be evident throughout their writing. However, **spelling tests** can provide additional evidence of pupils' independent spelling. The frameworks refer to spellings within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. Where examples of spellings have been included in the frameworks these are to exemplify the coverage in that particular year group and not an exhaustive list that children need to incorporate. However, if children are using these teachers should assess these.

At KS1 the common exception words listed are non-statutory examples to show words with grapheme-phoneme correspondences that do not fit in with what has been taught so far. Pupils are not required to use all of the examples of the common exception words; teachers should assess the words that pupils do use.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words
- 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 their writing
- use spacing between words

Common exception words

Year 2 - after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- 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

Common exception words

Year 2 - after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would

Punctuation taught at key stage 1 – punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’, commas for lists, apostrophe for contraction, apostrophe for possession of singular nouns

Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. *-ment_*, *-ness_*, *-ful_*, *-less_*, *-ly*)
- use the diagonal and horizontal strokes needed to join some letters

Common exception words

Year 2 - after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would

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