Year 2 English Creative Writing

Student assessment

Sentence construction, description, narrative sequencing and imaginative detail.

Suggested time: 30–40 minutes

Name: _____ Date: _____

Instructions: Try your best. You may draw, write or explain your thinking. Ask an adult to read instructions if needed.

Ideas and description

1. Imagine you find a tiny locked door at the bottom of a tree. Describe what the door looks like. Use at least three interesting details.

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2. What sounds, smells or textures might you notice near the tree? Write two descriptive sentences.

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Storytelling

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3. Write a short story about opening the tiny door. Include a beginning, a problem, and an ending. You may draw a planning picture first.

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4. Give your story a title. Underline one sentence that helps your reader imagine the scene.

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Editing and reflection

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5. Read your story again. Find one place where you can add a stronger verb or adjective. Rewrite that sentence.

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6. Finish these sentences: "My favourite part is..." and "Next time I want to improve..."

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How to use this assessment

Keep the experience encouraging and flexible. Allow breaks. For the first attempt, avoid giving the answer. Record whether the child worked independently, needed a hint, or needed a demonstration.

Suggested answers and what to look for

1. Accept original, age-appropriate ideas; look for concrete detail rather than a fixed answer.
2. Notice sensory vocabulary and complete sentences.
3. Look for sequence, a problem or surprise, character actions and an understandable ending.
4. Any fitting title and identified descriptive sentence.
5. Reward meaningful revision, not just extra adjectives.
6. Value specific reflection; spoken answers are acceptable.

What to observe

Assess ideas, sentence meaning, sequencing, vocabulary, punctuation and independence separately. Spelling mistakes should not overshadow strong storytelling. Scribing is acceptable if clearly recorded.

Simple recording guide

For each question, mark: I = independent; P = completed after a prompt; S = completed with support; N = not yet. Write down the child's explanation, not just whether the final answer was correct.

Suggested next steps

Choose one or two skills to practise through short, enjoyable activities. Revisit similar questions after a few weeks. A single assessment does not determine a child's ability or future potential.

Parent notes

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