Year 2 Writing

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| Transcription |  |  |  |  |
| *I can spell words correctly by saying them out loud.* |  |  |  |  |
| *I am learning new ways for spelling words which sound the same but have different meanings.* |  |  |  |  |
| *I know how to spell words that do not follow a spelling pattern.* |  |  |  |  |
| *I can spell some words by using 'rules' I already know.* |  |  |  |  |
| *I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.* |  |  |  |  |
| *I can show I know the difference between homophones and near-homophones in my spelling.* |  |  |  |  |
| *I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.* |  |  |  |  |
| *I can spell the words correctly in my Year 2 spelling list.* |  |  |  |  |
| *I can write out a sentence told to me by my teacher and use the correct punctuation.* |  |  |  |  |
| Handwriting |  |  |  |  |
| *When I write, my letters are the same size.* |  |  |  |  |
| *I am learning which letters to join up in my handwriting, and which ones are best left unjoined.* |  |  |  |  |
| *I can write letters and numbers that are the right way round and the right size.* |  |  |  |  |
| *I know where to leave spaces between words.* |  |  |  |  |
| Composition |  |  |  |  |
| *I am beginning to write stories about things that have happened to me or other people.* |  |  |  |  |
| *I am able to write longer stories about real things that have happened.* |  |  |  |  |
| *I can write my own poems.* |  |  |  |  |
| *I like to write for different purposes, for example, for my teacher, myself or for a class assembly.* |  |  |  |  |
| *Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.* |  |  |  |  |
| *I think about what I am going to write by writing down my ideas and important words which will help me.* |  |  |  |  |
| *I can write down brief descriptions about what I want to include in my writing, before I begin.* |  |  |  |  |
| *I can make changes in my writing by listening to what others have to say about it.* |  |  |  |  |
| *Once finished, I will re-read my work to make sure it makes sense.* |  |  |  |  |
| *I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.* |  |  |  |  |
| *I can read aloud my work in a way which helps people understand it.* |  |  |  |  |
| Vocabulary Grammar Punctuation |  |  |  |  |
| *I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.* |  |  |  |  |
| *I can use commas correctly when making a list of things.* |  |  |  |  |
| *I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.* |  |  |  |  |
| *I am learning to write sentences which convey different meaning for different purposes.* |  |  |  |  |
| *I am able to write more interesting sentences by adding further detail.* |  |  |  |  |
| *I try to write in the present or past tense when writing.* |  |  |  |  |
| *I can use words such as when, if, that, because, or, and or but when I write sentences.* |  |  |  |  |
| *I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.* |  |  |  |  |
| *I can add -ful and -less to words to make adjectives.* |  |  |  |  |
| *I know what changes happen to the meaning of words when I add -er, -est and -ly to words.* |  |  |  |  |
| *When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.* |  |  |  |  |



Year 2

September Level \_\_\_\_\_\_

End of Year Target \_\_\_\_

Autumn 1 \_\_\_\_

Autumn 2 \_\_\_\_

Spring 1 \_\_\_\_

Spring 2 \_\_\_\_

Summer 1 \_\_\_\_

Summer 2 \_\_\_\_