Handwriting
• Can write all lower-case and upper-case letters correct and relative size to one another
• Can use some diagonal and horizontal strokes to join letters and understand which letters , when adjacent to one another, are best left unjoined. (at least 60% of the writing is joined)

Grammar
• Can consistently use the correct present and past tense when writing (including some irregular and progressive form).
• Can use these words when talking about my writing: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma.
• Can write a sentence; a statement, a question, an exclamation and a command.
• Can use expanded noun phrases to describe and specify (*e.g the magnificent, beautiful butterfly*).
• Can use subordinating conjunctions (as until ,when, if, that, because)
• Can use coordinating conjunctions (or, and, but, so)
• Can use simple adverbs in their writing (linked to spelling appendix)

Punctuation
• Can use full stops, capital letters, exclamation marks and question marks accurately (majority)
• Can use commas for lists.
• Can use apostrophes for contractions.
• Can use apostrophes for singular possession

Composition
• Can sequence their work correctly.
• Beginning to group similar ideas together.
• Can write for different reasons and use different text types (refer to mapping).
• Can reread their work for sense and publication.
• Can correct their work with some guidance.
• Can use a pattern of 3 for description (*e.g. He was old, grumpy and bald*)
• Can use simple, appropriate similes.
• Can incorporate simple adverbials (*e.g. She went as soon as she could*)
• Can write questions in a variety of ways (*5ws on a bench*)

Vocabulary
• I can use some adventurous words.

Spelling
• Can put words in alphabetical order using their first letter.
• Can spell by segmenting words into phonemes.
• Can spell all Y2 common exception words (see sheet).
• Can spell some words with contracted forms (see sheet)
• Can distinguish between homophones and near homophones (see appendix 1)
• Can add suffixes to longer words eg -ment, - ness,-ful, -less.
• Can apply 1:1:1 rule in writing.
• Can apply spelling rules and guidelines in Appendix 1.(singular y to ies; silent letters g and k)
• Will attempt to spell a word before seeking support

Mastery