

Name:



Writing Year 2

<b>Handwriting</b>
<ul style="list-style-type: none"><li>• Can write all lower-case and upper-case letters correct and relative size to one another</li><li>• 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)</li></ul>
<b>Grammar</b>
<ul style="list-style-type: none"><li>• Can consistently use the correct present and past tense when writing (including some irregular and progressive form).</li><li>• 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.</li><li>• Can write a sentence; a statement, a question, an exclamation and a command.</li><li>• Can use expanded noun phrases to describe and specify (e.g <i>the magnificent, beautiful butterfly</i>).</li><li>• Can use subordinating conjunctions (as until ,when, if, that, because)</li><li>• Can use coordinating conjunctions (or, and, but, so )</li><li>• Can use simple adverbs in their writing (linked to spelling appendix)</li></ul>
<b>Punctuation</b>
<ul style="list-style-type: none"><li>• Can use full stops, capital letters, exclamation marks and question marks accurately ( majority)</li><li>• Can use commas for lists.</li><li>• Can use apostrophes for contractions.</li><li>• Can use apostrophes for singular possession</li></ul>
<b>Composition</b>
<ul style="list-style-type: none"><li>• Can sequence their work correctly.</li><li>• Beginning to group similar ideas together.</li><li>• Can write for different reasons and use different text types (refer to mapping).</li><li>• Can reread their work for sense and publication.</li><li>• Can correct their work with some guidance.</li> <li>• Can use a pattern of 3 for description (e.g. <i>He was old, grumpy and bald</i>)</li><li>• Can use simple, appropriate similes.</li><li>• Can incorporate simple adverbials (e.g. <i>She went as soon as she could</i>)</li><li>• Can write questions in a variety of ways (<i>5ws on a bench</i>)</li></ul>
<b>Vocabulary</b>
<ul style="list-style-type: none"><li>• I can use some adventurous words.</li></ul>
<b>Spelling</b>
<ul style="list-style-type: none"><li>• Can put words in alphabetical order using their first letter.</li><li>• Can spell by segmenting words into phonemes.</li><li>• Can spell all Y2 common exception words (see sheet).</li><li>• Can spell some words with contracted forms (see sheet)</li><li>• Can distinguish between homophones and near homophones (see appendix 1)</li><li>• Can add suffixes to longer words eg -ment, - ness,-ful, -less.</li><li>• Can apply 1:1:1 rule in writing.</li><li>• Can apply spelling rules and guidelines in Appendix 1.(singular y to ies; silent letters g and k)</li><li>• Will attempt to spell a word before seeking support</li></ul>
<b>Mastery</b>

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