

YEAR 2 WRITING TARGETS

Name: _____

Spelling	1. I can segment spoken words into phonemes and record these as graphemes.			
	2. I can spell words with alternative spellings including a few common homophones.			
	3. I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.			
	4. I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.			
	5. I can identify phonemes in unfamiliar words and use syllables to divide words.			
Handwriting	6. I can form lower-case letters of the correct size relative to one another.			
	7. I can begin to use some of the diagonal and horizontal strokes needed to join letters.			
	8. I show that I know which letters are best left unjoined.			
	9. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters			
	10. I use spacing between words that reflects the size of the letters			
Composition	11. I can write narratives about personal experiences and those of others, both real and fictional.			
	12. I can write for different purposes, including real events.			
	13. I can plan and discuss the content of writing and record my ideas.			
	14. I am able to orally rehearse structured sentences or sequences of sentences.			
	15. I can evaluate my own writing independently with friends and with an adult.			
	16. I can proof-read to check for errors in spelling, grammar and punctuation.			
Grammar and Punctuation	17. I can use subordination and co-ordination.			
	18. I can use expanded noun phrases.			
	19. I can say how the grammatical patterns in a sentence indicate its function			
	20. I consistently use the present tense and past tense correctly.			
	21. I can use the progressive forms of verbs in the present and past tense.			
	22. I use capital letters for names of people, places, days of the week and personal pronoun 'I'.			
	23. I can use question marks and exclamation marks correctly.			
	24. I use commas to separate items in a list.			
	25. I can use apostrophes to show where letters are missing and to mark singular possessions in nouns.			

Exceeding	1. My descriptions are clear enough for people to recognise what is meant, even when things are not named.			
	2. I use some phrases and words that I come across in reading.			
	3. I use words like 'suddenly' or 'amazingly', so that my writing grips the reader's interest.			
	4. My stories have interesting endings that have been carefully thought about.			
	5. I am consistent in using the <i>first</i> or <i>third</i> person.			
	6. I keep my writing interesting throughout and I am not tempted to look at quick ways to finish it .			
	7. I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.			
	8. I use a dictionary to check the spelling of words.			
	9. I use specific nouns when needed e.g. 'terrier' instead of 'dog'.			
	10. I take time to describe characters and events within stories, rather than move from one event to another.			

Grammar	23. I can begin my sentences with a capital letter			
	24. I can use a full stop to end a sentence			
	25. I can use a question mark			
	26. I can use an exclamation mark			
	27. I can use capital letters for names and pronouns			
	28. I can tell you what a verb is			
	29. I can write and use a speech bubble			
Handwriting	30. I can sit at a table correctly, holding a pencil comfortably and correctly			
	31. I can form lower case letters in the correct direction, starting and finishing in the right place			
	32. I can form capital letters and digits 0-9			
	34. I can leave spaces between words			