

**YEAR 2 WRITING TARGETS** – ('Tick IN THE BOX' when achieved consistently in School  
P = PUPILS, T = TEACHERS)

**NAME** \_\_\_\_\_

**CLASS** \_\_\_\_\_

**Spelling**

I can break down spoken words into their sounds and write them mostly correctly.

P T

I can learn new spellings by using words I already know how to spell.

P T

I can spell many common exception words.

P T

I can spell most common exception words.

P T

I can spell some words which have been shortened.

P T

I can spell most words which have been shortened.

P T

I can spell words which use an apostrophe to show possession e.g. the girl's book.

P T

I can spell words that sound the same but are spelt differently e.g. buy, bye, by.

P T

I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.

P T

I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.

P T

I can use simple spelling rules.

P T

I can write the correct spellings and punctuation in simple sentences I hear my teacher say.

P T

**Handwriting**

I can write lower-case letters that are all the same size in some of my writing.

P T

I can write lower-case letters that are all the same size in most of my writing.

P T

I can use the diagonal and horizontal strokes I need to join letters in some of my writing.

P T

I can use the diagonal and horizontal strokes I need to join letters in most of my writing.

P T

I know which letters, when they are next to one another, are best left unjoined.

P T

I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.

P T

I can use spacing between words that fits with the size of the letters.

P T

**Composition**

I can write about things I have done and things that others have done.

P T

I can write a long piece of text about a real event in one go.

P T

I can write poetry.

P T

I can write for different purposes, writing long and short pieces of work.

P T

I can plan my writing by writing down my ideas or talking about them.

P T

I can plan my writing by writing down ideas and/or key words and new vocabulary.

P T

I can plan my writing by writing down my ideas or talking about them for each sentence.

P T

I can change my writing and make corrections after I have spoken to a teacher or another child about it.

P T

I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.

P T

I can proof-read my work and check for spelling, punctuation and grammar errors.

P T

I can read my work aloud with confidence using the tone of my voice to make the meaning clear.

P T

### Vocabulary, Grammar & Punctuation

I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.

P T

I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.

P T

I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.

P T

I can use these words in my writing: when, if, that, because, and, or, but.

P T

I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.

P T

I can tell if a sentence is a question, command, exclamation or a statement.

P T

I can use the correct tense in my writing.

P T

I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.

P T

I can use capital letters and full stops to show where sentences start and end

and sometimes use question marks and exclamation marks.

P T

I can use commas when I am writing a list.

P T

I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.

P T

I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.

P T

### STEPS

