



## Year 2 Writing Targets

<b>Target</b>
I can plan or say out loud what I are going to write about.
I can write down ideas and key words, including new vocabulary, when I plan.
I say what I want to write sentence by sentence.
I can write narratives about personal experiences and those of others (real and fictional).
I can write about real events.
I can write poetry.
I can show a positive attitude towards writing and develop writing stamina by writing for different purposes.
I can evaluate my writing with my peers and teacher and make simple additions, revisions and corrections as a result.
I can re-read my writing to check that it makes sense, particularly that verbs have been written in the correct tense: past (I walked), present (I walk), future (I will walk) and continuous forms (I was walking/I am walking/I will be walking)
I can proof-read to check for errors in spelling, grammar and punctuation.
I can read aloud what I have written using appropriate expression to make the meaning clear.
I can build nouns by adding suffixes like -er and -ness e.g. run to runner and lonely to loneliness. I can also build nouns by combining words e.g. super and man make superman.
I can build adjectives by adding suffixes like -ful and -less e.g. help to helpful or helpless.
I can be more detailed in my description by adding suffixes like -er and -est e.g. longer and longest.
I can be more detailed in my description of action by using adverbs e.g. He ran along happily
I can join two sentences together using conjunctions such as or, and, but, when, if, that, because.
I can be more detailed in my description of people, objects and ideas by using expanded noun phrases the blue butterfly, the three, little pigs.
I can write different types of sentences such as a statement, question, exclamation or command.
I can use the present and past tense correctly and consistently in my writing.
I can use the present and past tense to describe things that are or were happening e.g. "She is drumming" and "He was shouting".
I can use capital letters at the start of a sentence and full stops, question marks and exclamation marks at the end.
I can use commas to separate items in a list.
I can use apostrophes to mark where letters are missing in spelling.
I can use apostrophes to show singular ownership; for example, the girl's arm, the chair's leg, the mind's eye.
I can spell by segmenting spoken words into phonemes and then representing these using graphemes, spelling many correctly.
I have learnt different ways to spell the same phoneme and have learnt some words with each spelling in, including some homophones. For example, maid and made.
I can spell common words that can't be segmented such as because, could and their.
I can spell more words in their contracted forms. For example, aren't, I'll and it's.
I can spell words using the singular possessive apostrophe. For example, the cat's cheese, the table's leg, the mind's eye.
I can use suffixes such as -ment, -ness, -ful, -less, -ly to spell longer words.
I can apply the spelling rules for my year group.



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I can write from memory simple sentences dictated by the teacher.
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I can write lower-case letters to the correct size relative to one another.
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I can start using some of the diagonal and horizontal joins and understands which letters are best left unjoined.
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I can write capital letters and digits of the correct size in relation to one another and to lower-case letters.
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I can use spaces between words that aren't too big or too small.
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