

Name _____ Year 2 Writing Targets - Working towards

Composition:

After talking with my teacher:

I can write a few sentences that are sequenced and make sense (form a short narrative)

--	--	--	--	--	--	--	--

Grammar and punctuation:

I can use this punctuation correctly in **some** sentences.

capital letter to start a sentence **C**

full stop **.**

question mark **?**

Spelling:

I can segment spoken words into the sounds and spell **some** of these correctly (making phonically- plausible attempts at others)

--	--	--	--	--	--	--	--

I can spell **some** common exception words

--	--	--	--	--	--	--	--

My spelling focus is:

Autumn term:

Spring term:

Summer term:

--	--	--	--	--	--	--	--

Handwriting:

I can form lower case letters in the correct direction, starting and finishing in the right place

--	--	--	--	--	--	--	--

I can form lower case letters the correct size relative to one another in **some** writing

--	--	--	--	--	--	--	--

I can use finger spaces between words

--	--	--	--	--	--	--	--

Name _____ Year 2 Writing Targets – Working at							
Composition:							
After talking with my teacher: I can write a simple narrative about personal experiences and those of others (real or fictional)							
After talking with my teacher: I can write about real events, recording these simply and clearly							
Punctuation:							
I can use this punctuation mostly correctly:	capital letter to start a sentence C						
	capital letter for a name or place (proper noun) B iff and C hip live in K ew.						
	capital letter for pronoun I W hen I go out I like to walk.						
	full stop .						
	question marks ?						
Grammar:							
I can use the present tense mostly correctly and consistently. E.g. I walk I go.... I swim							
I can use the past tense mostly correctly and consistently E.g. I walked.... I went... I swam....							
I can use these coordinating conjunctions and or but							
I can use some subordinating conjunctions e.g. when if that because							
Spelling:							
I can segment spoken words into the sounds and spell many of these correctly (making phonically- plausible attempts at others)							
I can spell many common exception words							
My spelling focus is:							
Autumn term:		Spring term:			Summer term:		
Handwriting:							
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower- case letters This is good handwriting.							
I can use spacing between words that reflects the size of the letters							

Name _____ Year 2 Writing Targets – Working at greater depth

Composition:

After talking with my teacher:

I can write effectively for different purposes

I can use my reading of different books to help me expand my vocabulary and inform my use of grammar

Grammar and punctuation:

I can use this punctuation **mostly correctly:**

capital letters :

- start of sentence
- names
- pronoun I

full stop .

question mark ?

exclamation mark !

commas in a list ,,,,,,

Apostrophes (singular possession) The girl's toy.

Spelling:

I can spell **most** common exception words

I can spell **most** words with contracted forms e.g. don't can't

I can add suffixes to spell **most** words correctly e.g. -ment -ness -ful -less -ly

My spelling focus is:

Spring term:

Summer term:

Handwriting:

I can use diagonal and horizontal strokes needed to join some letters