

YEAR 2
WRITING CHILD SPEAK TARGETS

Composition and Text Structure

I can write narratives about personal experiences and those of others, both real and fiction.

I can write about real events.

I can write poetry.

I can write for different purposes.

I can plan and discuss the content of writing and record my ideas.

I can say my sentences or sequences of sentences before I write them.

I can evaluate my own writing independently, with friends and with adults.

I can read my writing to check for errors in spelling, grammar and punctuation.

I can edit my writing by adding, making changes or correcting.

I can use sentences with different forms: statement, question, exclamation, command.

Vocabulary and Grammar

I can include new vocabulary in my writing.

I am beginning to write clear sentences that make sense.

I can write sentences that make sense.

I am beginning to use coordination (or, and, but, so) in my writing.

I can use co-ordination (or, and, but, so) in my writing.

I am beginning to use subordination (when, if, that, because) in my writing.

I can use subordination (when, if, that, because) in my writing.

I am beginning to use adjectives to modify the noun.

I can use adjectives to modify the noun (expanded noun phrases).

I am beginning to use the present tense and past tense correctly.

I consistently use the present tense and past tense correctly (most of the time).

I can use the correct vocabulary to discuss the grammar I am using.

Punctuation

I can correctly use full stops to end a sentence.

I can correctly use capital letters to start a sentence

I can correctly use question marks and/ or exclamation marks.

I can correctly use commas to separate items in a list.

I can correctly use apostrophes to mark where letters are missing.

I can correctly use apostrophes to mark singular possession in nouns (e.g. the girl's name).

Handwriting

I can form lower-case letters of the correct size.

I am starting to join some letters.

I can write capital letters and digits (0-9) of the correct size and orientation.

Spelling

I can use my knowledge of alternative phonemes for accurate spelling.

I can spell common exception words (e.g. said, my, so, you, she, be).

I can add suffixes such as -ment, -ness, -ful, -less, -ly to spell longer words.

I can spell more words which use apostrophes for contracted forms (e.g. won't).

I can distinguish between homophones and near homophones.