

Year 2 Writing Targets

Date:	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Revision of Year 1 Work							
I can form lower-case letters of the correct size relative to one another.							
I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters							
I can use spacing between words that reflects the size of the letters.							
I can use capital letters and full stops in my sentences.							
Autumn Term 1							
I can plan or say out loud what I am going to write about.							
I can plan by writing down ideas and/or key words, including new vocabulary.							
I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.							
I can spell all Year 1 words.							
Autumn Term 2							
I can use expanded noun phrases to describe and specify (for example, the blue butterfly, plain flour, the man on the moon)							
I can use co-ordination (using or, and, or but)							
I can use commas to separate items in a list.							
I can spell some (25) of the Year 2 common exception words.							
I can distinguish between homophones and near-homophones. (there/their/they're)							
Spring Term 1							
I can use subordination (using when, if, that, or because)							
I can spell more words with contracted forms. (can't, didn't, it's)							
I can use the possessive apostrophe (singular) (for example, the girl's book, Frankie's hat)							
I can spell some common homophones (for example, there, their and they're)							
I can use the present and past tenses correctly and consistently including the progressive form.							
I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.							
Spring Term 2							
I can add suffixes to spell longer words, including -ment, -ness. (enjoyment, sadness) (rule to teach - changing y to i - merriment, happiness)							
I can add suffixes to spell longer words, including -ful, -less. (playful, hopeless) (rule to teach - change y to i - plentiful, penniless)							
I can add -er and -est to make adjectives and -ly to turn adjectives into adverbs. Happier, saddest, wider, longest) See Appendix 1 for spelling rules.							
I can read aloud what I have written with appropriate intonation to make the meaning clear.							
I can spell many (45) of the Year 2 common exception words.							
Summer Term 1							
I can encapsulate what I want to say, sentence by sentence.							
I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.							
I can spell most (60+) of the Year 2 common exception words.							
I can use and understand the grammatical terminology in English Appendix 2 in discussing my writing. (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma)							
I can use capital letters, full stops and exclamation marks and question marks in my sentences.							
I can apply spelling rules for Year 2 (listed in English Appendix 1).							
On-going targets							
I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.							
I am developing positive attitudes towards and stamina for writing by:							
• writing narratives about personal experiences and those of others (real and fictional)							
• writing about real events							
• writing poetry							
• writing for different purposes - Letter (L), Non-Fiction text (NF), Recount (R), Character description (C), Instructions (I), Story (S), Journal (J)							
I can make simple additions, revisions and corrections to my own writing by: ***Children to be taught how to use green pens from Autumn Term 2							
• evaluating my writing with the teacher and other pupils.							
• re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.							

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•proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]							
I can write sentences with different forms: statement, question, exclamation, command.							
Total score:							

Things to share with staff in Key Stage 1 next year. (discussed at staff meeting)

- Targets to be stuck in front of English books
- Targets for each term to inform planning and on-going targets to be covered throughout year.
- Teachers to date next to targets (in whatever term they are in) if evidence is seen in English books
- Targets to be highlighted in the assessment colour in the correct term column at the end of term if target met/achieved in assessed piece of Exciting writing. (Not necessarily to be highlight if teachers don't think they are secure)
- Zoe to look at how many points needed for children to achieve AT for the end of each term???More targets this time so might change progress points?
- Writing for different purposes - Teachers to put letter to show which text type has been taught - e.g - (L) for if children have written a letter that term in Exciting writing to build up a collection of evidence
- TAF documents to be stuck in the back of children's English books. Teachers to mark off if evidence is in books to show where children are. 2 x pieces of evidence to show for moderation. Children have to have met all the WT outcomes before they can be considered for AT - not best fit.