

# Information for Parents/Carers

## Writing Targets - A Year 2 Writer

### Transcription

#### Spelling

I can segment spoken words into phonemes and record these as graphemes.

I can spell words with alternative spellings, including a few common homophones.

I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.

I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.

I can identify phonemes in unfamiliar words and use syllables to divide words.

#### Handwriting

I can form lower-case letters of the correct size relative to one another.

I can begin to use some of the diagonal and horizontal strokes needed to join letters.

I show that I know which letters are best left unjoined.

I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I use spacing between words that reflects the size of the letters.

### Composition

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

I can write for different purposes, including real events.

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

I am able to orally rehearse structured sentences or sequences of sentences.

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

I can proof-read to check for errors in spelling, grammar and punctuation.

### Grammar and punctuation

#### Sentence structure

I can use subordination and co-ordination.

I can use expanded noun phrases.

I can say how the grammatical patterns in a sentence indicate its function.

#### Text structure

I consistently use the present tense and past tense correctly.

I can use the progressive forms of verbs in the present and past tense.

#### Punctuation

I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.

I use question marks and exclamation marks correctly.

I can use commas to separate items in a list.

I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

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#### Exceeding Year 2 Expectations

My descriptions are clear enough for people to recognise what is meant, even when things are not named.

I use some phrases and words that I come across in reading.

I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.

My stories have interesting endings that have been carefully thought about.

I am consistent in using the *first* or *third* person.

I keep my writing interesting throughout and I am not be tempted to look at quick ways to finish it.

I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.

I use a dictionary to check the spellings of words.

I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.

I take time to describe characters and events within stories, rather than move from one event to another.