



WRITING YEAR 2

National Curriculum Non-Negotiables

Spelling

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
I can break down spoken words into their sounds and write them mostly correctly.

Spell by learning 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 learn new spellings by using words I already know how to spell.

Spell many common exception words.
I can spell many common exception words.

Spell most common exception words.
I can spell most common exception words.

Spell some words with contracted forms.
I can spell some words which have been shortened.

Spell most words with contracted forms.
I can spell most words which have been shortened.

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.
I can spell words which use an apostrophe to show possession e.g. the girl's book.

Spell by distinguishing between homophones and near-homophones.
I can spell words that sound the same but are spelt differently e.g. buy, bye, by.

Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.
I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.

Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly.
I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.

Apply spelling rules and guidance, as listed in English Appendix 1.
I can use simple spelling rules.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
I can write the correct spellings and punctuation in simple sentences I hear my teacher say.

Handwriting

Form lower-case letters of the correct size relative to one another in some of his/her writing.
I can write lower-case letters that are all the same size in some of my writing.

Form lower-case letters of the correct size relative to one another in most of his/her writing.
I can write lower-case letters that are all the same size in most of my writing.

Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.
I can use the diagonal and horizontal strokes I need to join letters in some of my writing.

Use the diagonal and horizontal strokes needed to join letters in most of his/her writing.
I can use the diagonal and horizontal strokes I need to join letters in most of my writing.

Understand which letters, when adjacent to one another, are best left unjoined.
I know which letters, when they are next to one another, are best left unjoined.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.

Use spacing between words that reflects the size of the letters.
I can use spacing between words that fits with the size of the letters.

Composition

Write narratives about personal experiences and those of others (real and fictional).
I can write about things I have done and things that others have done.

Write about real events to develop positive attitudes toward and stamina for writing.
I can write a long piece of text about a real event in one go.

Write poetry to develop positive attitudes toward and stamina for writing.
I can write poetry.

Write for different purposes to develop positive attitudes toward and stamina for writing.
I can write for different purposes, writing long and short pieces of work.

Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.
I can plan my writing by writing down my ideas or talking about them.

Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.
I can plan my writing by writing down ideas and/or key words and new vocabulary.

Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.
I can plan my writing by writing down my ideas or talking about them for each sentence.

Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.
I can change my writing and make corrections after I have spoken to a teacher or another child about it.

Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.

Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.
I can proof-read my work and check for spelling, punctuation and grammar errors.

Read aloud what he/she has written with appropriate intonation to make the meaning clear.
I can read my work aloud with confidence using the tone of my voice to make the meaning clear.

Vocabulary, Grammar & Punctuation

Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.
I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.

Form adjectives using suffixes such as -ful, -less.
I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.

Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.
I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.

Use subordination (using when, if, that, because) and co-ordination (using or, and, but).
I can use these words in my writing: when, if, that, because, and, or, but.

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.
I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. (NC: learn how to use sentences with different forms: statement, question, exclamation, command)

I can tell if a sentence is a question, command, exclamation or statement.

Use present and past tense mostly correctly and consistently.
I can use the correct tense in my writing.

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.
I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.

Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.
I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks

Use commas to separate items in a list.
I can use commas when I am writing a list.

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.
I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.

Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.(NC appendix; NC Learn how to **use** sentences with different forms)
I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.

Learn how to use some features of written Standard English.

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