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| Year 2 Writing Standards |
| A child will have met the Year 2 ‘standard’ by successfully achieving each of these statements. **Highlighted steps in bold are key performance Indicators for year group** |
|  | Step | Secure within step |
| Composition | **I can write for different purposes to increase my ability to write at length. This includes writing about things that I have done and others have done, including poetry** |  |
| **I can consider what I am going to say before writing, including the key words that I am going to use in my sentences. This includes planning writing or saying out aloud.** |  |
| I can make changes to my writing and make corrections after I have spoken with my friends or my teacher (self/peer assessment) |  |
| I can make changes to my writing by re-reading to make sure that it makes sense and that verbs used to show ‘time’ have been used correctly. |  |
| **I can proof-read my writing to check mistakes in spellings, sentences or punctuation.** |  |
| Handwriting | I can form lower-case letters that are all the same size |  |
| **I can start using some of the diagonal and horizontal strokes needed to join letters** |  |
| **I can write capital letters and digits of the correct size, right way up** |  |
| I can use spacing between words that fits the size of the letters |  |
| Vocabulary, grammar and punctuation | I can join words together by compounding e.g. whiteboard, superman. |  |
| **I can make new words by adding –er, -est, -ly to the end of a words e.g. smoothly, bigger, biggest** |  |
| I can use description in my writing. E.g. the blue butterfly. Plain flour. |  |
| **I can use the correct tense in my writing. E.g. she is drumming. He was talking. This will make my tenses secure** |  |
| **I can use capital letters, full-stops, question marks and exclamation marks consistently in my sentences** |  |
| **I can use commas to separate words in lists** |  |
| I can use joining words in my sentences like, when, because, or, but, if |  |
| Spelling | I can spell by using more words with contracted forms. |  |
| I can spell words using the possessive apostrophe e.g. the girl’s book. |  |
| I can spell words that sound the same but are spelt different e.g. bye, buy and by |  |
| I can add endings to spell longer words, including – meant, -ness, -full, -ly. |  |
| I can use simple spelling rules |  |
| **I can write the correct spelling and punctuation in simple sentences that I hear my teacher say** |  |
| **I can learn new spellings by using words that I already know** |  |
| **I can spell by common exception words** |  |
| I can spell words that have been shortened |  |