

Year 2

Teacher	Targets - 'I can...'	Pupil
WRITING		
EMERGING		
	Use simple, appropriate text features in a variety of written pieces for different purposes: narratives about personal experiences and those of others (real and fictional), poetry and writing about real events.	
	Use simple sentences and compound sentences joined by 'and'.	
	Expand noun phrases to describe and specify (e.g. the blue butterfly)	
	Make sure my handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another.	
	Begin to use subordination to show time and reason e.g. when, because.	
DEVELOPING		
	Use full stops, capital letters, question marks, exclamation marks and commas in a list consistently.	
	Begin to experiment with apostrophes for contraction/possession.	
	Produce a variety of written pieces for different purposes, attempting to maintain form when: writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry.	
	Use a range of conjunctions to make a compound sentence e.g. and, but, because, so.	
	Use conjunctions (or & that).	
	Use adjectives to describe.	
	Make sure my words are almost always appropriately and consistently spaced in relation to the size of the letters.	
SECURE		
	Re-read my own writing to check for meaning and the correct, consistent use of tense, including verbs in the continuous/ progressive form.	
	Use the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of text types.	
	Proof- read own writing to check for errors in spelling, punctuation and grammar.	
	Discuss with the teacher and other pupils and evaluate their writing for effective word choice, grammar and punctuation.	
	Use commas for lists and apostrophes for contracted forms and the possessive (singular) in nouns (e.g. the girl's name)	
	Use or/and/but appropriately.	
	Use when/ if/ that/ because to subordinate clauses.	
	Use the present and past tenses correctly and consistently including the progressive form (e.g. she is drumming, he was shouting)	
	Spell most common exception words from the Y2 list accurately.	
	Use phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes and demonstrate through accurate spelling of words where phonemes can be represented by 1 or more spellings, including common homophone and near homophones	
	Confidently spell words with suffixes where changes are needed to the root word	
	Confidently spell longer words with suffixes –ment, -ness, -ful, -less, -ly	
	Write from memory simple sentences dictated by the teacher that include words with common exceptions and punctuation taught so far.	
	Use some of the diagonal and horizontal strokes needed to join letters.	