



Year 2 Writing Learning Targets



Name: _____ Class: _____


| Vocabulary, Punctuation and Grammar (VPG) <i>I must be able to...</i> | Composition (C) <i>I must be able to...</i> | Handwriting (H) <i>I must be able to...</i> | | | |
|---|--|--|---|--|--|
| <p>☆☆☆ 1/ Use capital letters to start sentences and at the beginning of proper nouns.</p> <p>☆☆☆ 2/ Identify and write different types of sentence: statement, question, command, exclamation.</p> <p>☆☆☆ 3/ Use the correct punctuation mark to end a sentence.</p> <p>☆☆☆ 4/ Say, write and punctuate simple and longer sentences using the conjunctions: <i>and, but</i> and <i>or</i>.</p> <p>☆☆☆ 5/ Write sentences to show time using time conjunctions: <i>when, while, as, before</i> and <i>after</i>.</p> <p>☆☆☆ 6/ Write sentences to show reason using the reason conjunctions: <i>because, so, if, then, for</i> and <i>unless</i>.</p> <p>☆☆☆ 7/ Use past tense for narrative, recounts and historical reports.</p> <p>☆☆☆ 8/ Use present tense for non-chronological reports and persuasive adverts.</p> <p>☆☆☆ 9/ Form noun phrases to add detail to my writing.</p> | <p>☆☆☆ 1/ Read my work to check for mistakes in spelling, grammar and punctuation.</p> <p>☆☆☆ 2/ Plan and talk about what I want to write.</p> <p>☆☆☆ 3/ Use the right layout and language for different types of writing.</p> <p>☆☆☆ 4/ Write about real and made-up (fictional) events.</p> <p>☆☆☆ 5/ Check my writing with adults and with my friends.</p> | <p>☆☆☆ 1/ Write lower-case letters of the correct size compared to one another using cursive script.</p> <p>☆☆☆ 2/ Use capital letters correctly.</p> <p>☆☆☆ 3/ Write capital letters of the correct size compared to lower-case letters.</p> <tr><th colspan="2">Spelling (S) <i>I must be able to...</i></th><td><p>☆☆☆ 1/ Split the words I say into sounds and show these sounds in letters using my phonics.</p><p>☆☆☆ 2/ Learn to spell some contraction words, for example: <i>couldn't</i>.</p><p>☆☆☆ 3/ Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, for example: <i>happiness, sadness, teacher, baker</i>.</p><p>☆☆☆ 4/ Use the suffix <i>-ly</i> to turn adjectives into adverbs.</p></td></tr> | Spelling (S) <i>I must be able to...</i> | | <p>☆☆☆ 1/ Split the words I say into sounds and show these sounds in letters using my phonics.</p> <p>☆☆☆ 2/ Learn to spell some contraction words, for example: <i>couldn't</i>.</p> <p>☆☆☆ 3/ Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, for example: <i>happiness, sadness, teacher, baker</i>.</p> <p>☆☆☆ 4/ Use the suffix <i>-ly</i> to turn adjectives into adverbs.</p> |
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|---|---|--|
| <p>☆☆☆ 10/ Use apostrophes for missing letters (contraction) e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>.</p> <p>☆☆☆ 11/ Choose and use effective verbs.</p> <p>☆☆☆ 12/ Choose and use effective adjectives.</p> <p>☆☆☆ 13/ Think of effective nouns and use them well.</p> <p>☆☆☆ 14/ Use the subordinating conjunction that in a sentence, e.g. <i>I hope that it doesn't rain on sports day</i>.</p> <p>☆☆☆ 10/ Use the progressive tense to write about actions in progress.</p> <p>☆☆☆ 11/ Use full stops, capital letters, exclamation marks and question marks correctly.</p> | <p>☆☆☆ 6/ Edit and improve my own writing whilst thinking about who it is for.</p> <p>☆☆☆ 7/ Use the right layout and language for different types of writing.</p> <p>☆☆☆ 8/ Write simple poems based on examples I have read.</p> <p>☆☆☆ 9) Read my work to check for the correct form of verbs.</p> <p>☆☆☆ 10) Write at length.</p> <p>☆☆☆ 11) Make simple notes from non-fiction texts e.g. highlighting and noting key words.</p> <p>☆☆☆ 12) Write from memory sentences, which have been read by an adult.</p> | <p>☆☆☆ 4/ Use the lines needed to join letters.</p> |
| | | Spelling (S) <i>I can...</i> |
| | | <p>☆☆☆ 5/ Learn new ways of spelling sounds which have different spellings.</p> <p>☆☆☆ 6/ Learn to spell some common homophones, for example: <i>their</i> and <i>there</i>.</p> <p>☆☆☆ 7/ Learn to spell Year 2 common exception words.</p> <p>☆☆☆ 8/ Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, for example: <i>playful</i>, <i>careful</i>, <i>careless</i>, <i>hopeless</i>.</p> <p>☆☆☆ 9/ Add suffixes <i>-er</i> and <i>-est</i> to create adjectives, for example: <i>faster</i>, <i>fastest</i>, <i>smaller</i>, <i>smallest</i>.</p> |
| <p>Greater Depth <i>I can...</i></p> <p>☆☆☆ 1/ Use commas to separate items in a list.</p> <p>☆☆☆ 2/ Use apostrophes to show singular possession.</p> | | |
| <p>Assessment</p> <p>End of Year 1:</p> <p>Year 2 Assessment 1:</p> | <p>Year 2 Assessment 2:</p> <p>Year 2 Assessment 3:</p> <p>End of Year 2 Assessment:</p> |  <p>End of Year 2 Target:</p> |