**High Ercall Primary School**

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| **Writing targets for Year 2** | **Pupil** | **Teacher** |
| **Text structure** |  |  |
| Plan a piece of writing in different sections |  |  |
| Use the past and present tense correctly. |  |  |
| Write simple stories and descriptions about personal experiences and those of others. |  |  |
| Write about real events, recording these simply and clearly. |  |  |
| **Sentence Construction** |  |  |
| Use expanded noun phrases – with commas |  |  |
| Use coordinating conjunctions e.g or / and / but/ so |  |  |
| Use subordinating conjunctions e.g when / if / that / because |  |  |
| **Word Language** |  |  |
| Use homophones correctly: there / their, two/to |  |  |
| Use exciting vocabulary to make writing interesting to read. |  |  |
| **Handwriting** |  |  |
| Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. |  |  |
| Use spacing between words that reflects the size of letters. |  |  |
| **Spelling** |  |  |
| Spell carefully using the correct graphemes most of the time. |  |  |
| Spell many common exception words correctly. |  |  |
| Use words with suffixes:-ment, -ly, -ful, -ed, -less, -ness. |  |  |
| **Punctuation** |  |  |
| Correctly use capital letters and full stops most of the time. |  |  |
| Use question marks when needed. |  |  |
| Use exclamation marks and question marks |  |  |
| **The writing process** |  |  |
| Read back my sentences. |  |  |
|  |  |  |
| **Greater depth** | | |
| Proof read for missing punctuation and spelling mistakes. |  |  |
| Edit and make simple changes to my writing. |  |  |
| Use correct joins for most letters. |  |  |
| Use similes and alliteration to add more detail |  |  |
| Use apostrophes in contractions correctly and know what they mean |  |  |
| Begin to use and understand apostrophes for possession of a single thing |  |  |
| Use adverbs to add more detail into sentences |  |  |
| Use different openers for starting sentences ( -ly words, conjunctions, nouns) |  |  |