

YEAR 2 WRITING TARGET MAP

I can spell words correctly by breaking them up and saying them out loud.	I am learning new ways for spelling words which sound the same but have different meanings.	I know how to spell words that do not follow a spelling pattern.
I can spell more words with contracted forms (e.g. can't, don't, I'll).	I have learnt how to correctly use the possessive apostrophe (e.g. the girl's book) in my spelling.	I can show I know the difference between homophones and near-homophones in my spelling.
I spell longer words correctly, by adding suffixes like -ment, -ness, -ful, -less, -ly.	I can spell the words correctly in my Year 2 spelling list.	I can write out a sentence told to me by my teacher and use the correct punctuation.

SPELLING

I am beginning to write stories about things that have happened to me or other people.	I am able to write stories about real things that have happened.	I can write my own poems.
I like to write for different purposes, (e.g. for my teacher, myself or my whole class).	I can plan what I am going to write about either by thinking about what I want to write or by saying my ideas aloud.	I can plan what I am going to write by writing down my ideas and important words which will help me.
I can talk about what I want to include in my sentences.	I can make changes in my writing by discussing it with my teachers or my friends.	
Once finished, I will re-read my work to make sure it makes sense and the verbs I have used are correct.	I check my writing to make sure there are no mistakes in spelling, grammar or punctuation.	

I can read my work out loud in a way which helps people understand it.

GRAMMAR

I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.	I can use commas correctly when writing lists.	I am learning to write sentences which convey different meaning for different purposes.
I am able to describe nouns to add more detail (e.g. The blue butterfly).	I try to write in the present or past tense in my writing.	I can use words such as "when", "if", "that", "and", "because", "or" and "but" when I write sentences.
I know some words such as "superman" or "whiteboard" are made by joining two different words together.	I can add -ful and -less to words to make adjectives and -ly to turn some adjectives into adverbs.	
I know what changes happen to the meaning of words when I add -er, -est to words.	When I discuss my writing, I can use the correct vocabulary from the Year 2 grammar list.	

COMPOSITION

I use words like 'suddenly' or 'amazingly', so that writing captures the reader.
I use a dictionary to check the spelling of words.
I check that capital letters, commas and question marks are used when needed and I try to use speech marks.
I use specific nouns when needed (e.g. 'terrier' instead of 'dog'.)
I take time to describe characters and events within stories, rather than move from one event to another.

HANDWRITING

When I write, my letters are consistent in size.	I am starting to join up my letters and know which ones are best left unjoined.
I can write letters and numbers that are the right way round and the right size.	I leave appropriate sized spaces between words.

EXCEEDING