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|  |  | **Year 2- WRITING Milestone 1** | | TARGET |
| Composition | Sentence Structure/  Grammar | * I can write sentences that other people can understand. | |  |
| * I can sequence sentences to write a narrative. | |  |
| * I can share ideas sentence by sentence. | |  |
| * I can join sentences with and, or, but (coordinating conjunctions) | |  |
| * I can when, if, that and because in sentences (subordinating conjunction). | |  |
| * I can use different sentence starters. | |  |
| * I can write a: sentence, question, exclamation and command. | |  |
| * I can use extended noun phrases e.g. the blue butterfly. | |  |
| * I can use the present and past tense. | |  |
| Writing Voice | * I can use well-chosen adjectives. | |  |
| * I can use the names of people places and things. | |  |
| * I can use nouns and adverbs for variety. | |  |
| * I can use adverbs to add detail. | |  |
| Purpose | * I can say my ideas then write them down to share them. | |  |
| * I can write for different reasons (purposes). | |  |
| * I can plan by talking about my ideas and writing notes. | |  |
| * I can use some features of the type of writing | |  |
| Cohesion | * I can write about more than one idea. | |  |
| * I can group related information. | |  |
| Transcription | Handwriting | * I can sit properly and hold my pencil. | |  |
| * I can space words appropriately. | |  |
| * I can begin to form lower case letters correctly. | |  |
| * I can form lower case letters of consistent size. | |  |
| * I can form upper case letters and numbers of consistent size. | |  |
| * I can form capital letters. | |  |
| * I can form the digits 0-9. | |  |
| * I know letters are formed in similar ways. | |  |
| * I can begin to join some letters (penpals) | |  |
| Punctuation | * I can use capital letters for the name of people, places, days of the week and I. | |  |
| * I can use familiar and new punctuation: * Full stops * Captial Letters * Exclamation Marks | * Question Marks * Commas for lists * Apostrophes for contracted forms |  |
| Spelling | * I can spell words containing 40+ phonemes. | |  |
| * I can spell common exception words: the said, one, two, and the days of the week. | |  |
| * I can name letters of the alphabet in order. | |  |
| * I can use letter names to describe spellings of words. | |  |
| * I can add prefixes (un) and suffixes learning the rule for adding s and es- where changing the root/ not changing it) | |  |
| * I can use spelling words. | |  |
| * I can write simple sentences dictated by the teacher. | |  |
|  | * I can spell by segmenting into phonemes and represent with the correct graphemes. | |  |
| * I can learn some new ways to represent phonemes. | |  |
| * I can spell common exception words correctly. | |  |
| * I can spell contraction words correctly e.g. can’t, don’t. | |  |
| * I can use an apostrophe for possession. | |  |
|  | Edit & Improve | * I can write, edit and improve. | |  |
| * I can discuss my writing with the teacher and other children. | |  |
| * I can use and understand grammatical terminology: verb, tense, adjective, noun, suffix, apostrophe, comma. | |  |
|  | * I can read my writing to others loudly and with some intonation. | |  |