

Writing Progress Checker – Year 2: Meeting

Name _____

Writing: Composition	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none">I can write narratives about my personal experiences and those of others (real and fictional).				
<ul style="list-style-type: none">I can write for different purposes, including real events.				
<ul style="list-style-type: none">I can plan and discuss the content of writing and write down ideas				
<ul style="list-style-type: none">I orally rehearse structured sentences or sequences of sentences.				
<ul style="list-style-type: none">I can evaluate writing independently, with my peers and with my teacher.				
<ul style="list-style-type: none">I can proof-read to check for errors in spelling, grammar and punctuation.				
<ul style="list-style-type: none">I use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists.				
<ul style="list-style-type: none">I use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.				
<ul style="list-style-type: none">I can use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>).				
<ul style="list-style-type: none">I can use present and past tenses correctly and consistently including the progressive form.				
TOTAL				

Writing: Transcription	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
• I can segment spoken words into phonemes and record these as graphemes.				
• I can spell words with different alternative spellings, including a few common homophones.				
• I can spell longer words using suffixes such as ment, ness, ful, less, ly.				
• I can use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.				
• I can identify known phonemes in unfamiliar words and use syllables to divide words.				
• I form lower case letters of the correct size relative to one another.				
• I can begin to use some of the diagonal and horizontal strokes needed to join letters.				
• I understand which letters, when adjacent to one another, are best left un-joined.				
• I can write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters.				
• I can use spacing between words that reflects the size of the letters.				
TOTAL				
PERCENTAGE				

Writing Progress Checker Year 2 : Exceeding**Name** _____

Writing: Transcription and Composition	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none">• My descriptions are clear enough for people to recognise what I mean even when things are not named.				
<ul style="list-style-type: none">• I use some phrases and words that they come across in reading.				
<ul style="list-style-type: none">• I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.				
<ul style="list-style-type: none">• My stories have interesting endings that have been carefully thought about.				
<ul style="list-style-type: none">• I am consistent in the use of the <i>first</i> or <i>third</i> person.				
<ul style="list-style-type: none">• I keep my writing interesting throughout and am not tempted to look at quick ways to finish it.				
<ul style="list-style-type: none">• I check that capital letters, commas and question marks are used when needed and attempt to use speech marks.				
<ul style="list-style-type: none">• I can use a dictionary to check spellings of words				
<ul style="list-style-type: none">• I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.				
<ul style="list-style-type: none">• I take time to describe characters and events within stories, rather than move from one event to another.				
TOTAL				
PERCENTAGE				