

Year 2 Writing Assessment Targets

Spelling	Handwriting & Presentation	Composition	Vocab, Punctuation & Grammar
I can use my knowledge of phonic sounds to select appropriate written letters	I can form lower case letters of an appropriate size	I can write narratives (stories) about personal experiences and made up ones (real and fictional)	I can use full stops, capital letters, exclamation marks and question marks
I can add -es to nouns and verbs ending in y, e.g. babies, copies	I have started to use the diagonal and horizontal lines needed to join letters	I can write about real events	I can use commas in a list
I can use the suffixes -ed, -ing, -er and -est with words ending in y, e.g. copied, copier, happier, happiest, cried, replied, copying, crying, replying	I can write capital letters and digits of an appropriate size	I can write poetry	I can use apostrophes in contractions, e.g. can't, didn't, hasn't, couldn't, it's, I'll
I can use the suffixes -ed, -ing, -er and -est with words ending in an e, e.g. hiking, hiked, hiker, nicer, nicest, shiny	I use appropriate sized finger spaces between words	I can write for different purposes	I can use apostrophes to show possession for singular nouns
I can use the suffixes -ed, -ing, -er and -est with words that need the consonant doubled. e.g. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny		I can plan and say out loud what I am going to write about	I can write different types of sentences, including: Statements, questions, exclamations and commands
I can use the suffixes -er and -est with adjectives e.g. prettier, prettiest		I can write down ideas including key words and new words	I can expand nouns, e.g. the beautiful, blue butterfly, the man in the moon
I can spell the suffixes -ment, -ness, -ful, -less and -ly e.g. enjoyment, sadness, careful, hopeless, badly		I can write a series of sentences that make sense	I consistently use present and past tense accurately
I can spell words ending in -tion e.g. station, fiction, motion, national, section		I can evaluate my writing with a teacher or peer	I can use progressive forms of verbs in past and present tense, e.g. I am walking, I was walking, she is drumming, he was shouting
I can spell some common exception words (see list in English Appendix 1)		I reread my writing to check it makes sense, e.g. my verbs are accurate.	I can use subordinating conjunctions e.g. when, if, that, because

I can spell some contracted words, e.g. can't, didn't, hasn't, couldn't, it's, I'll		I proof-read for spelling and punctuation errors	I can use coordinating connectives e.g. and, or, but
I can use an apostrophe for possession on singular nouns, e.g. Megan's, Ravi's, the girl's, the child's, the man's		I can read aloud my writing using appropriate tone to show meaning	I can use standard English
I understand the meaning of different homophones including: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/two/two, be/bee, blue/blew, night/knight			I understand the following terms: noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
I can write from memory simple sentences said by my teacher			