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Year 2

Writing Targets

Name \_\_\_\_\_

	Child Speak Target		Greater Depth Target	
	Transcription			
K	<i>I can spell words correctly by saying them out loud.</i>		<i>I can spell words correctly by saying them out loud independently.</i>	
K	<i>I am learning new ways for spelling words which sound the same but have different meanings.</i>		<i>I am learning new ways for spelling words which sound the same but have different meanings and can use these correctly in my work.</i>	
K	<i>I know how to spell words that do not follow a spelling pattern.</i>		<i>I know how to spell words that do not follow a spelling pattern and I can use them when writing.</i>	
K	<i>I can spell more words by using 'rules' I already know.</i>		<i>I can and use spell more words by using 'rules' I already know correctly</i>	
K	<i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i>		<i>I can correctly use the possessive apostrophe (singular) independently [for example: the girl's book] in my writing.</i>	
	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>		<i>I know the difference between homophones and near-homophones and spell them correctly in my work.</i>	
K	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>		<i>In my writing, I independently spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>	
	<i>I can spell the words correctly in my Year 2 spelling list.</i>		<i>I can spell the words correctly in my Year 2 spelling list and use them in my work.</i>	
	<i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>		<i>I can write out a longer, more complex sentence told to me by my teacher and use the correct punctuation.</i>	
	Handwriting			
K	<i>When I write, my letters are the same size.</i>		<i>When I write sentences, my letters are the same size.</i>	
K	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>		<i>I know which letters to join up in my handwriting, and which ones are best left unjoined. I use this more consistently in my writing.</i>	
K	<i>I can write letters and numbers that are the right way round and the right size.</i>		<i>I can write letters and numbers independently, that are the right way round and the right size when writing sentences.</i>	
K	<i>I know where to leave spaces between words.</i>		<i>I know where to leave spaces between words without being reminded.</i>	
	Composition			
K	<i>I am beginning to write stories about things that have happened to me or other people.</i>		<i>I like writing longer stories about things that have happened to me or other people that are suitable for the age of the reader.</i>	
	<i>I am able to write longer stories about real things that have happened.</i>		<i>I am able to write longer and more detailed stories about real things that have happened.</i>	
	<i>I can write my own poems.</i>		<i>I can write my own longer poems.</i>	
K	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>		<i>I like to write for a range of different purposes and know their different features.</i>	
	<i>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>		<i>Before I start my writing, I plan in detail what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>	

	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>		<i>I think about what I am going to write by writing down my creative ideas, important words which will help me and linking my ideas together.</i>	
K	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>		<i>I can independently write down details about what I want to include in my writing, before I begin.</i>	
	<i>I can make changes in my writing by listening to what others have to say about it.</i>		<i>I can make a range of suitable changes in my writing by listening to what others have to say about it.</i>	
	<i>Once finished, I will re-read my work to make sure it makes sense.</i>		<i>Once finished, I carefully re-read my work to make sure it is effective and makes sense.</i>	
K	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>		<i>I carefully check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>	
	<i>I can read aloud my work in a way which helps people understand it.</i>		<i>I can read aloud my work confidently in a way which helps people understand it.</i>	
<b>Vocabulary Grammar Punctuation</b>				
K	<i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>		<i>I can independently use a range of punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>	
K	<i>I can use commas correctly when making a list of things.</i>		<i>I can use commas correctly when making a list of things and can use this in a short paragraph</i>	
K	<i>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</i>		<i>I can accurately use an apostrophe in my writing to show where some letters are missing from a word or to say when something belongs to someone. For example: can't means cannot.</i>	
K	<i>I am learning to write sentences which convey different meaning for different purposes.</i>		<i>I can confidently write sentences which convey different meaning for different purposes including questions and exclamations.</i>	
K	<i>I am able to write more interesting sentences by adding further detail.</i>		<i>I am able to write more interesting and effective sentences by adding further suitable detail.</i>	
K	<i>I try to write in the present or past tense when writing.</i>		<i>I correctly write in the present or past tense when writing.</i>	
K	<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>		<i>I can independently use words such as when, if, that, because, or, and or but when I write sentences.</i>	
	<i>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</i>		<i>I can independently add -ness and -er to the end of a word to make a range of new words and can create new words by joining two different words together.</i>	
	<i>I can add -ful and -less to words to make adjectives.</i>		<i>I can add -ful and -less to words to make adjectives and use them correctly to add detail in my writing.</i>	
K	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>		<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words and can use this independently in my writing.</i>	
	<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>		<i>When I discuss my writing, I can consistently use the Year 2 grammar as set out in my Year 2 grammar list.</i>	