

Year 2 Writing Standards

A child will have met the Year 2 'standard' by successfully achieving each of these statements.

| | | Teacher Assessment | | | Additional notes |
|-------------------------------------|--|--------------------|---|---|------------------|
| Term | | 1 | 2 | 3 | |
| Composition | I can write for different purposes- fiction and non-fiction. | | | | |
| | I can consider what I am going to say before writing, saying it out loud and writing down key words I will use. | | | | |
| | I can make changes to my writing and make corrections after I have spoken with my friends or my teacher (self/peer assessment) | | | | |
| | I can re-read to make sure that it makes sense and that verbs used to show 'time' have been used correctly. | | | | |
| | I can proof-read my writing to check mistakes in spellings, grammar or punctuation. | | | | |
| Handwriting | I can read aloud what I have written with appropriate intonation to make the meaning clear. | | | | |
| | I can form lower-case letters that are the correct size and relative to one another. | | | | |
| | I can start using some of the diagonal and horizontal strokes needed to join letters | | | | |
| | I can write capital letters and digits of the correct size, right way up | | | | |
| Vocabulary, grammar and punctuation | I can use spacing between words that fits the size of the letters | | | | |
| | I can join words together by compounding e.g. whiteboard, superman. | | | | |
| | I can use the suffixes -er, -est in adjectives and -ly to form an adverb e.g. smoothly, bigger, biggest | | | | |
| | I can use description (expanded noun phrases) in my writing. E.g. the blue butterfly. Plain flour. | | | | |
| | I can use the correct tense in my writing. E.g. she is drumming. He was talking. This will make my tenses secure | | | | |
| | I can use capital letters, full-stops consistently in a sentence. | | | | |
| | I can use question marks and exclamation marks consistently in my sentences. | | | | |
| | I can use commas to separate words in lists | | | | |
| | I can use joining words in my sentences (subordination- when, if, that, because) (coordination- or and but) | | | | |
| Spelling | I can spell words using the possessive apostrophe e.g. the girl's book. | | | | |
| | I can add suffixes to spell longer words, including -ment, -ness, -full, -ly. | | | | |
| | I can use simple spelling rules | | | | |
| | I can write the correct spelling and punctuation in simple sentences that I hear my teacher say | | | | |
| | I can learn new spellings by using words that I already know | | | | |
| | I can use the alternative spellings for phonemes, and use homophones. | | | | |
| | I can spell year 2 common exception words | | | | |
| | I can spell words with contracted forms. | | | | |