



Writing

Name: _____



By the end of Year 2...

Composition Targets			
To write with purpose			*I can use knowledge of the characteristic features of text types in my writing.
To use imaginative description			*I use imaginative descriptive language.
			*I can use adverbs for extra detail.
To organise writing appropriately			* My writing generally makes sense to the reader.
			*I mostly use tenses correctly
			* My writing is generally organised appropriately
To use paragraphs			* My ideas are beginning to be split into paragraphs.
			* I can use paragraphs that contain related information.
To use sentences appropriately			*My writing includes a number of related sentences that flow and make sense as a short narrative.
			*My sentences are linked with a good range of conjunctions and connectives.
			*My sentences begin in a variety of ways.
Transcription Targets			
To present neatly			*My Letters and digits are generally formed correctly and consistently in size.
			* I can use spacing between words that reflects the size of the letters.
			* I am beginning to use a joined style of writing.
To spell correctly			*I can spell most of the 40+ learnt phonemes and apply them in my writing.
			*I can spell most of the common exception words correctly.
			*I use some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est).
			*I can use the possessive (singular) apostrophe.
			*I understand the difference between homophones and near-homophones.
To punctuate accurately			*I can use full stops and capital letters correctly most of the time.
			*Most of my sentences are punctuated and include a range of punctuation. (!,?)
			*I generally use apostrophes for contracted forms correctly.
			*I can use subordinating (when, if, that, because) and coordinating (or, and, but) connectives.
Analysis and Presentation Targets			
To analyse writing			*I can use and understand grammatical terminology: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
To present writing			*I can read aloud clearly enough to be heard by peers and the teacher.
			*I can read aloud with some intonation.