



## Year 2

Transcription	<ul style="list-style-type: none"> <li>I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	
Handwriting	<ul style="list-style-type: none"> <li>I can use spacing between words that reflects the size of the letters.</li> <li>I can form lower-case letters of the correct size relative to one another.</li> <li>I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> </ul>	
Contexts for Writing	<ul style="list-style-type: none"> <li>I can develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</li> <li>I can develop positive attitudes towards and stamina for writing by: writing about real events.</li> <li>I can develop positive attitudes towards and stamina for writing by: writing poetry.</li> <li>I can develop positive attitudes towards and stamina for writing by: writing for different purposes.</li> </ul>	
Planning Writing and Drafting Writing	<ul style="list-style-type: none"> <li>I can consider what I am going to write before beginning by: planning or saying out loud what I am going to write about.</li> <li>I can consider what I am going to write before beginning by: encapsulating what they want to say, sentence by sentence.</li> <li>I can consider what I am going to write before beginning by: writing down ideas and/or key words, including new vocabulary.</li> </ul>	
Proof Reading and Editing Writing	<ul style="list-style-type: none"> <li>I can make simple additions, revisions and corrections to my own writing by: evaluating my writing with the teacher and other pupils.</li> <li>I can make simple additions, revisions and corrections to my own writing by: re-reading to check that my writing makes sense and that verbs that indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>I can make simple additions, revisions and corrections to my own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul>	
Performing Writing	<ul style="list-style-type: none"> <li>I can read aloud what I have written with appropriate intonation to make the meaning clear.</li> </ul>	
Vocabulary/ Grammar	<ul style="list-style-type: none"> <li>I can learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly</li> <li>I can use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>I can use: sentences with different forms: statement, question, exclamation, command.</li> <li>I can use: the present and past tenses correctly and consistently including the progressive form.</li> <li>I can use: some features of written Standard English.</li> </ul>	
Punctuation	<ul style="list-style-type: none"> <li>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>I can use commas to separate items in a list.</li> <li>I can use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</li> </ul>	
Imagery	<ul style="list-style-type: none"> <li><b>Sound, Touch, Taste, Smell, Hear</b> (sensory writing)</li> <li>Similes</li> <li>Alliteration/rhyme/Onomatopoeia</li> </ul>	

Prior Learning to  
Build on  
Year 1

Transcription	<ul style="list-style-type: none"> <li>• I can write sentences by: composing a sentence orally before writing it.</li> <li>• I can write sentences by: saying out loud what I am going to write about.</li> <li>• I can write from memory simple sentences dictated by my teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	
Handwriting	<ul style="list-style-type: none"> <li>• I can sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• I can form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• I can form capital letters and use them with understanding.</li> </ul>	
Contexts for Writing	<ul style="list-style-type: none"> <li>• I can discuss writing similar to the one I am planning to write in order to understand and learn from its structure, vocabulary and grammar (Take One Book)</li> </ul>	
Planning Writing and Drafting Writing	<ul style="list-style-type: none"> <li>• I can write sentences by: saying out loud what I am going to write about.</li> <li>• I can write sentences by: sequencing sentences to form short narratives.</li> <li>• I can write sentences by: re-reading what I have written to check that it makes sense.</li> <li>• I can join words and join clauses using 'and'</li> </ul>	
Proof Reading and Editing Writing	<ul style="list-style-type: none"> <li>• I can discuss what I have written with my teacher and my classmates.</li> <li>• I can find missing capital letters, full stops, exclamation marks and question marks.</li> <li>• I can find spelling mistakes from my prior learning and correct them.</li> </ul>	
Performing Writing	<ul style="list-style-type: none"> <li>• I can read aloud my writing clearly enough to be heard by my classmates and my teacher.</li> </ul>	
Vocabulary/ Grammar	<ul style="list-style-type: none"> <li>• I can join words and join clauses using the co-ordinate conjunction 'and'</li> <li>• I can use adjectives and adverbs in my writing</li> </ul>	
Punctuation	<ul style="list-style-type: none"> <li>• I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	
Imagery	<ul style="list-style-type: none"> <li>• <b>Sound, Touch,</b> Taste, Smell, Hear (sensory writing)</li> <li>• Similes</li> <li>• Alliteration/rhyme</li> <li>•</li> </ul>	