



Year 2 National Standards

2c, 2b, 2a

I can segment spoken words into phonemes and then represent them as graphemes, spelling many correctly.

I can spell some common homophones/near homophones, e.g. their/there/they're.

I can spell most of the common exception (tricky) words.

I can use apostrophes to show possession for a person, e.g. the girl's book.

I can add the suffixes --ment, -ness, -ful, -less and -ly to root words.

I can use the spelling rule for adding -s or -es for plurals. I understand the change in meaning.

I can use spacing between words that reflects the size of the letters.

I can form capital and lower case letters of the correct size and orientation, relative to one another.

I understand which letters need to be joined in my writing.

I can form lower case letters of the correct size, relative to one another.

I can punctuate sentences, using capital letters, full stops, question marks and exclamation marks.

I can join clauses using 'when', 'if', 'that', 'because', as well as 'or' and 'but'.

I can use commas to separate items in lists.

I can use apostrophes to mark where letters are missing in spelling.

My tenses are usually appropriate to the task.

My

I can use expanded noun phrases for description or to be specific, e.g. a blue butterfly, plain flour, the man in the moon.

I can plan what I am going to write by saying my sentences out loud one at a time, and writing down my ideas including new vocabulary.

I can think about the different styles needed for different types of writing.

I know who my writing is for (audience).

I can show evidence of using simple similes, e.g. as yellow as the sun.

I can use simple conjunctions to link ideas logically e.g. also, as well, because, but.

I can use conjunctions, adverbs or prepositions that signal time, e.g. then, after, before.

The organisation reflects the purpose of my writing, e.g. a newspaper report has a headline, by -line, introduction and then a chronological recount of events.

I can make simple additions, revisions and corrections to my own writing by evaluating my writing with peers and the teacher.

In response to a prompt or sometimes independently, I can check that my tense is correct throughout.

When prompted, I can re-read what I have written to check for errors in spelling, grammar and punctuation.

Spelling

Handwriting

Grammar

Composition
(Plan my ideas)

Composition
(Draft and Write)

Composition
(Draft and Write)

Composition
(Evaluate and edit)