

# National Curriculum 2014

## Writing Objectives - Year 2

| Objective   | Child Speak Target  |
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| <b>Transcription</b>  |   |
| Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.   | <i>I can spell words correctly by saying them out loud.</i>   |
| Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. | <i>I am learning new ways for spelling words which sound the same but have different meanings.</i>                            |
| Learning to spell common exception words.   | <i>I know how to spell words that do not follow a spelling pattern.</i>   |
| Learning to spell more words with contracted forms.   | <i>I can spell more words by using 'rules' I already know.</i>  |
| Learning the possessive apostrophe (singular) [for example, the girl's book].   | <i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i> |
| Distinguishing between homophones and near-homophones.  | <i>I can show I know the difference between homophones and near-homophones in my spelling.</i>                                |
| Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.   | <i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>                                 |
| Apply year 2 spelling rules and guidance.   | <i>I can spell the words correctly in my Year 2 spelling list.</i>  |
| Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.                   | <i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>                                   |
| <b>Handwriting</b>  |   |
| Form lower-case letters of the correct size relative to one another.  | <i>When I write, my letters are the same size.</i>  |
| 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 unjoined.    | <i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>                       |
| Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  | <i>I can write letters and numbers that are the right way round and the right size.</i>                                       |
| Use spacing between words that reflects the size of the letters.  | <i>I know where to leave spaces between words.</i>  |
| <b>Composition</b>  |   |
| Writing narratives about personal experiences and those of others (real and fictional).   | <i>I am beginning to write stories about things that have happened to me or other people.</i>                                 |
| Writing about real events.  | <i>I am able to write longer stories about real things that have happened.</i>  |
| Writing poetry.   | <i>I can write my own poems.</i>  |
| Writing for different purposes.   | <i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>                   |

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| Planning or saying out loud what they are going to write about.   | <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>                                  |
| Writing down ideas and/or key words, including new vocabulary.  | <i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>   |
| Encapsulating what they want to say, sentence by sentence.  | <i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>   |
| Evaluating their writing with the teacher and other pupils.   | <i>I can make changes in my writing by listening to what others have to say about it.</i>  |
| Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | <i>Once finished, I will re-read my work to make sure it makes sense.</i>  |
| Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].                                   | <i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>  |
| Read aloud what they have written with appropriate intonation to make the meaning clear.  | <i>I can read aloud my work in a way which helps people understand it.</i>   |
| <b>Vocabulary, Grammar, Punctuation</b>   |  |
| Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.                      | <i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>                           |
| Learning how to use commas for lists.   | <i>I can use commas correctly when making a list of things.</i>  |
| Learning how to use apostrophes for contracted forms and the possessive (singular).   | <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>                 |
| Sentences with different forms: statement, question, exclamation, command.  | <i>I am learning to write sentences which convey different meaning for different purposes.</i>   |
| Expanded noun phrases to describe and specify [for example, the blue butterfly].  | <i>I am able to write more interesting sentences by adding further detail.</i>   |
| The present and past tenses correctly and consistently including the progressive form.  | <i>I try to write in the present or past tense when writing.</i>   |
| Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).   | <i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>   |
| Understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]  | <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> |
| Understanding the formation of adjectives using suffixes such as -ful, -less.   | <i>I can add -ful and -less to words to make adjectives.</i>   |
| Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.                       | <i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>   |
| Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing.  | <i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar.</i>  |

