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| **YEAR-STAGE 2**  **WRITING CHILD SPEAK TARGETS** |
| **Composition and Text Structure** |
| I can write narratives about personal experiences, both real and fiction. |
| I can plan and discuss the content of writing and record my ideas. |
| I can say my sentences or sequences of sentences before I write them. |
| I can evaluate my own writing independently, with friends and with adults. |
| I can read my writing to check for errors in spelling, grammar and punctuation. |
| **Vocabulary and Grammar** |
| I can often write clear sentences that make sense. |
| I can often use co-ordination (or, and, but, so) in my writing. |
| I can often use subordination (when, if, that, because) in my writing. |
| I can often use adjectives to describe the noun (expanded noun phrases). |
| I can often use commands, exclamations or questions. |
| I can often use the present tense and past tense correctly. |
| **Punctuation** |
| I can use full stops to end a sentence. |
| I can use capital letters to start a sentence |
| I can use question marks and/ or exclamation marks. |
| I can use commas to separate items in a list. |
| I can use apostrophes. |
| **Handwriting** |
| I can form lower-case letters of the correct size. |
| I am starting to join some letters. |
| I can write capital letters and digits (0-9) of the correct size and orientation. |
| **Spelling** |
| I can use my knowledge of alternative phonemes for accurate spelling. |
| I can spell common exception words (e.g. said, my, so, you, she, be) and HFW’s. |
| I can add suffixes to spell longer words such as ‘ment’, ‘ness’, ‘ful’, ‘less’, ‘ly’. |