composition



English Writing Targets

transcription

handwriting

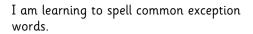
I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many



I am 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 am learning to spell more words with contracted forms.



I am learning the possessive apostrophe (singular) [for example, the girl's book] .



I can distinguish between homophones and near-homophones.

I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.



I can apply spelling rules and guidance, as listed in English Appendix 1.



I am developing positive attitudes and stamina towards writing by writing about real events.

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

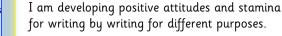


I am developing positive attitudes and stamina by writing narratives about personal experiences and those of others (real and fictional).

I am developing positive attitudes and stamina for writing by writing poetry.



I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.



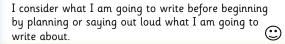


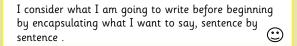
I consider what I am going to write before beginning by writing down ideas and/or key words, including new vocabulary.



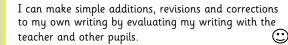
composition

I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.





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



I can make simple additions, revisions and corrections to my own writing b re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

I am learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

I can make simple additions, revisions and corrections to my own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly.

I can read aloud what I have written with appropriate intonation to make the meaning clear



Name

I am learning to use sentences with different forms: statements, questions, exclamations, and commands.

I am learning to use expanded noun phrases to describe and specify [for example, the blue butterfly].

I am learning the grammar for year 2 in English Appendix 2.



English Writing Targets

I am learning to use the present and past tenses correctly and consistently including the progressive form.

I am learning some features of written

Standard English.

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0

I am learning to use subordination (using when, if, that, or because) and co-ordination (using or, and,

or but).

vocabulary, grammar and punctuation

I can use and understand the grammatical terminology in English Appendix 2 in discussing my

vocabulary, grammar and punctuation

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Name _____

I can indicate grammatical and other features by using commas after fronted adverbials.

<u></u>

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I can indicate possession by using the possessive apostrophe with plural nouns.

vocabulary, grammar and punctuation



English Writing Targets



I can use and punctuate direct speech.

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I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing.

vocabulary, grammar and punctuation knight, psalm, solemn].

composition

I can use further prefixes and suffixes and understand the guidance for adding them.



I can spell some words with 'silent' letters [for example, 0 I can continue to distinguish between homophones and other words which are often confused. (\bigcirc) I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.

I can use dictionaries to check the spelling and meaning of words.



I can use the first three or four letters of a word to check spelling, meaning or both of these 0 in a dictionary.

I can use a thesaurus.



I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.



I can plan my writing by noting and developing initial ideas, drawing on reading and research where \bigcirc necessary.

I can consider how authors have developed characters and settings in what I have read, listened to or seen performed.

I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can draft and write by precising longer passages.



I can use a wide range of devices to build cohesion within and across paragraphs.



 (\bigcirc)

I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

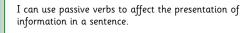
I can evaluate and edit by assessing the effectiveness of their own and others' writing.

I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects.

I can evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing \bigcirc I can evaluate and edit ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (\bigcirc)

I can proof-read for spelling and punctuation errors.

I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.



I can choose the writing implement that is best suited for a task.

I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.



 \bigcirc

Name

I can use the perfect form of verbs to mark relationships of time and cause.







I can use expanded noun phrases to convey complicated information concisely.

vocabulary, grammar and punctuation



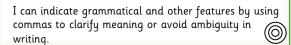
I can use modal verbs or adverbs to indicate degrees of possibility.



I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.



I am learning the grammar for years 5 and 6 in English Appendix 2.



I can use hyphens to avoid ambiguity.



I can use brackets, dashes or commas to indicate parenthesis.



I can use semi-colons, colons or dashes to mark boundaries between independent clauses.



I can use a colon to introduce a list.



I can punctuate bullet points consistently.



I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing.