

Barlby Primary School – Year 2 Writing Assessment Targets



Name: _____

By the end of Year 2, I will be able to..

Spelling	Handwriting and Presentation	Composition	Vocabulary, Punctuation and Grammar
Use my knowledge of phonic sounds to select appropriate written letters	Form lower case letters of an appropriate size and on the right place on the line	Write narratives (stories) about personal experiences and made up ones (real and fictional)	Use full stops, capital letters, exclamation marks and question marks
Spell <i>many</i> words correctly using the phonemes and graphemes learnt	Use the diagonal and horizontal lines needed to join letters	Correct my punctuation, tenses, and spellings	Use a range of adjectives
Learn new ways of spelling the same phoneme and some homophones	Write capital letters and digits of an appropriate size	Structure my writing with a beginning, middle and end by using time connectives	Use power verbs
Add -es to nouns and verbs ending in y, e.g. babies, copies	Use appropriately sized finger spaces between words	Use subheadings	Use inverted commas to show when someone is talking
Use the suffixes -ed, -ing, -er and -est with words ending in y, e.g. copied, copier, happier, happiest, cried, replied, copying, crying, replying	Begin to join my letters neatly	Ensure that my writing is interesting and makes sense with accurate verbs	Use first and third person
Use the suffixes -ed, -ing, -er and -est with words ending in an e, e.g. hiking, hiked, hiker, nicer, nicest, shiny		Write for different purposes e.g. poems, real events, stories, instructions, recounts, letters	Use commas in a list
Use the suffixes -ed, -ing, -er and -est with words that need the consonant doubled. e.g. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny		Plan and say out loud what I am going to write about	Use apostrophes in contractions, e.g. can't, didn't, hasn't, couldn't, it's, I'll
Use the suffixes -er and -est with adjectives e.g. prettier, prettiest		Write down ideas including key words and new words	Use apostrophes to show possession for singular nouns
Spell the suffixes -ment, -ness, -ful, -less and adverbs -ly e.g.		Proof read and evaluate my writing with a teacher or peer to check for spelling and punctuation errors	Write different types of sentences, including statements, questions, exclamations and commands

enjoyment, sadness, careful, hopeless, badly			
Spell words ending in -tion e.g. station, fiction, motion, national, section		Read aloud my writing using appropriate tone to show meaning	Use expanded noun phrases e.g. the beautiful, blue butterfly
Spell some contracted words, e.g. can't, didn't, hasn't, couldn't, it's, I'll		Write for a given time period	Consistently use present and past tense accurately most of the time
Understand the meaning of different homophones including: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight			Use progressive forms of verbs in past and present tense, e.g. I am walking, I was walking, she is drumming, he was shouting
Use an apostrophe for possession on singular nouns, e.g. Megan's, Ravi's, the girl's, the child's, the man's			Use subordinating conjunctions e.g. when, if, that, because
Spell some common exception words correctly <i>most of the time</i> (see list in English Appendix 1)			Use coordinating connectives e.g. and, or, but
Write from memory simple sentences said by my teacher			Use standard English
	Understand the following terms: noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma		