

	TARGETS	SEEN	SECURE
	Spelling		
1	I can segment spoken words into phonemes and record these as graphemes.		
2	I can spell words with alternatives spellings, including a few common homophones and near homophones.		
3	I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.		
4	I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.		
5	I can spell contractions (can't, didn't, it's)		
6	I can spell words with a possessive apostrophe (the man's shoes)		
7	I can write a simple sentence dictated by my teacher.		
	Handwriting		
8	I can form lower-case letters of the correct size relative to one another.		
9	I am beginning to use some of the diagonal and horizontal strokes needed to join letters.		
GD1	I am consistently using diagonal and horizontal strokes needed to join some letters.		
10	I show that I know which letters are best left unjoined.		
11	I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.		
12	I use spacing between words that reflects the size of the letters.		
	Composition (Plan, Draft, Evaluate and Edit)		
	Plan		
13	I can plan and discuss the content of writing and record my ideas.		
14	I can plan ideas, key words and new vocabulary		
15	I am able to orally rehearse structured sentences or sequences of sentences.		
	Draft		
16	I am developing a positive attitude and stamina towards writing for a range of purposes.		
17	I can write narratives about personal experiences and those of others, both real and fictional.		
18	I can write for different purposes, including real events.		
19	I can write poetry.		
GD2	I can write effectively and coherently for different purposes, drawing on my reading to inform my vocabulary and grammar choices.		
	Evaluate and Edit		
20	I can evaluate my own writing independently, with friends and with an adult.		

Y2 Writing Targets		Page 2		
21	I can proof-read to check for errors in spelling, grammar and punctuation.			
22	I can re-read my work to check that my writing makes sense and read it aloud with intonation and expression.			
GD3	I can make simple additions, revisions and proof-reading corrections to my own writing.			
Vocabulary, Grammar and Punctuation				
Word				
23	I can form nouns using suffixes such as -ness and -er and by compounding words e.g. whiteboard, superman.			
24	I can form adjectives using suffixes such as -ful, -less.			
25	I can use the suffixes -er and -est in adjectives and the use of -ly to turn adjectives into adverbs.			
Sentence structure				
26	I can use subordination e.g. using when, if, that, because			
27	I can use co-ordination e.g. or, and, but			
28	I can use expanded noun phrases e.g. the blue butterfly			
29	I can say how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.			
Text structure				
30	I consistently use the present tense and past tense correctly.			
31	I can use the progressive forms of verbs in the present and past tense e.g. she is drumming, he is shouting.			
Punctuation				
32	I use capital letters consistently for names of people, places, days of the week and to start a sentence.			
33	I can use full stops (write a statement)			
34	I can use question marks correctly (write a question)			
35	I can use exclamation marks correctly (write an exclamation or command)			
36	I can use commas to separate items in a list.			
37	I can use apostrophes to show where letters are missing.			
38	I can use apostrophes to mark singular possession in nouns.			
GD4	I can use the punctuation taught in year 1 and year 2 mostly correctly.			
Key Terminology				
noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma				