**Steps to Success in Writing Year 2**

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| **Name:** | | | | **[https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcR5f5GbpE5LWMCpWaq-jEcA_-oxM8VUaq_4Ako_U4F6x3pPDK48tA](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://cheap.buyessay.org/blog/help-for-young-writers-to-overcome-writers-block/&ei=CtaHVcGYMOjX7QaS57aQBQ&bvm=bv.96339352,d.ZGU&psig=AFQjCNFswY8ZQC1Z789ci_IAzpPSYK7FDA&ust=1435051848761974)Year:** | | | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| Current Attainment  This is below/at/above age related expectations | | | | | | |
| **Transcription: Spelling** | | | | | | | | | | | | | | |
| 1. I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | | | | | | |  |  | |  |  |  |  | |
| 2. I can learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling including some common homophones e.g. where/were/were | | | | | | |  |  | |  |  |  |  | |
| 3.I can spell common “tricky” words | | | | | | |  |  | |  |  |  |  | |
| 4. I can spell more words with contracted forms e.g. don’t and the possessive apostrophe (singular) Harry’s ball | | | | | | |  |  | |  |  |  |  | |
| 5. I can distinguish between homophones and near homophones (here/hear, ) | | | | | | |  |  | |  |  |  |  | |
| 6. I can add suffixes to spell longer words e.g. –ment, *–*ness, *–*ful, *–*less*, –*ly | | | | | | |  |  | |  |  |  |  | |
| 7. I can apply spelling rules and guidelines for Stage 2 in independent writing | | | | | | |  |  | |  |  |  |  | |
| 8. I can write from memory simple dictated sentences including the words and punctuation that I have learned in class | | | | | | |  |  | |  |  |  |  | |
| **Transcription: Handwriting** | | | | | | | | | | | | | | |
| 9. I can form lower-case letters to the correct size relative to one another | | | | | | |  |  | |  |  |  |  | |
| 10. I can 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 | | | | | | |  |  | |  |  |  |  | |
| 11.I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters | | | | | | |  |  | |  |  |  |  | |
| 12. I can use spacing between words that reflect the size of the letters | | | | | | |  |  | |  |  |  |  | |
| **Writing: Composition** | | | | | | | | | | | | | | |
| 13. I can develop positive attitudes towards and stamina for writing by: *writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes* | | | | | | |  |  | |  |  |  |  | |
| 14. I can consider what I am going to write by: *planning/saying what I am going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence* | | | | | | |  |  | |  |  |  |  | |
| 15. I can make simple additions, revisions and corrections to my writing by: *evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punctuation* | | | | | | |  |  | |  |  |  |  | |
| 16.I can read aloud what I have written with appropriate intonation to make the meaning clear | | | | | | |  |  | |  |  |  |  | |
| **Writing: Vocabulary, Grammar and Punctuation** | | | | | | | | | | | | | | |
| 17.I can learn how to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms e.g. don’t/possessive (singular)e.g. Lucy’s cat. | | | | | | |  |  | |  |  |  |  | |
| 18. I can use sentences with different forms: statement, question, exclamation, command | | | | | | |  |  | |  |  |  |  | |
| 19.I can use expanded noun phrases to describe and specify | | | | | | |  |  | |  |  |  |  | |
| 20. I can use the present and past tenses correctly and consistently including in the progressive form | | | | | | |  |  | |  |  |  |  | |
| 21. I can write sentences using subordination (*when, if, that, because* and co-ordination using *or, and, but)* | | | | | | |  |  | |  |  |  |  | |
| 22. I can use suffixes to form nouns *(-ness, -er);* adjectives *(-ful, -less)* and adverbs *(-ly))* | | | | | | |  |  | |  |  |  |  | |
| 23.I can use some features of written Standard English | | | | | | |  |  | |  |  |  |  | |
| 24. I can use and understand the grammatical terminology for Stage 2 | | | | | | |  |  | |  |  |  |  | |
|  | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | Summer 1 | | | Summer 2 | | | | |
| Score |  |  |  | |  |  | | |  | | | | |
| Stage |  |  |  | |  |  | | |  | | | | |

1-6 (0-25% ) **Emerging** 7-12 ( 25-50%) **Developing** 13-18 ( 50%-75%) **Developing Plus** 19-24 ( 75-100%) **Secure**

100% plus evidence of independent application across the curriculum- **Mastery**