

Year 2 Writing Learning Card			A	B	C	D	E	F
Being a writer								
	WTS	I can write sentences that are sequenced to form a short narrative (real or fictional).						
	ARE	write simple, coherent narratives about personal experiences and those of others (real or fictional)						
	ARE	I can write about real events, recording these simply and clearly.						
	GD	I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
	GD	I can make simple additions, revisions and proof-reading corrections to their own writing.						
		I can use different types of writing for different reasons including stories, recounts and poems.						
		I can plan a story using a story map, a story mountain or a boxing up grid.						
		I can write down some ideas or powerful 'wow' words to use before I start writing.						
		I can say sentences out loud and listen to how they sound before I write them down.						
		I can improve simple sentences by using adjectives to make noun phrases (e.g. the blue butterfly)						
		I can work with my teacher and other children to use the success criteria to make improvements to my writing.						
		I can read aloud my writing to others using my voice to make the meaning clear.						
Grammar								
	ARE	I can use present and past tense mostly correctly and consistently.						
	ARE	I can use co-ordination (e.g. or / and / but).						
	ARE	I can use some subordination (e.g. when / if /that /because) to join clauses.						
		I can use expanded noun phrases.						
		I can use different forms of sentences within my writing. (e.g. statements, exclamations, questions, commands)						
		I can use the continuous form of verbs in the present or past tense (e.g. She is drumming. He was shouting.)						
Punctuation								
	WTS	I can demarcate some sentences with capital letters.						
	WTS	I can demarcate some sentences with full stops.						
	ARE	I can demarcate most sentences in my writing with capital letters.						
	ARE	I can demarcate most sentences in my writing with full stops.						
	ARE	I can use question marks correctly when required.						
	GD	I can use the punctuation taught at key stage 1 mostly correctly (Above plus commas and apostrophes [contractions]).						
		I can use exclamation marks.						
		I can use commas in lists						
		I can usually use possessive apostrophes correctly. E.g. The boy's bag, Megan's house.						
Spelling								
	WTS	I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.						
	WTS	I can spell some common exception words.						
	ARE	I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.						
	ARE	I can spell many common exception words.						
	GD	I can spell most common exception words.						
	GD	I can add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*						
		I can spell common homophones and near homophones correctly (e.g. there, their, there, quite, quiet)						
		I can use apostrophes to show missing letters (contractions) e.g. can't-cannot, couldn't-could not						
		I can use suffixes -er, -est, -ly, -less, -ful, -ness, -ment in my writing.						
Handwriting								
	WTS	I can form lower-case letters in the correct direction, starting and finishing in the right place.						
	WTS	I can form lower-case letters of the correct size relative to one another in some of their writing.						
	WTS	I can use spacing between words.						
	ARE	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
	ARE	I can use spacing between words that reflects the size of the letters.						
	GD	I can use the diagonal and horizontal strokes needed to join some letters.						
		I can write from memory simple sentences that my teacher reads out.						
		I can write capital letters and numerals, making them the correct size.						

