

2	Transcription / Word	Handwriting	Sentence	Composition	Punctuation
End of year expectations					
<ul style="list-style-type: none"> I can add suffixes to spell longer words (ful, less, ment, ness) I can confidently write simple sentences dictated by the teacher using GPC's, exception words and punctuation I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs 	<ul style="list-style-type: none"> I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	<ul style="list-style-type: none"> I can use coordinating conjunctions: 'and, or, but' I can use subordinating conjunctions such as: when, if, that, because I can use and identify statements, questions, exclamations and commands I can use adjectives to add information about a noun I can consistently use the present and past tense of verbs I can identify imperative verbs 	<ul style="list-style-type: none"> I can use a range of writing genres. I can construct and use a plan to order my writing. I can proof read to make improvements to spelling, grammar and punctuation. I can read aloud my writing with intonation, to make the meaning clear. 	<ul style="list-style-type: none"> I can use spaces to separate words I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences I can use capital letters for proper nouns I am beginning to use apostrophes for contractions e.g. don't I am beginning to use apostrophes for possession I am beginning to use commas in a list. I can identify "inverted commas" (speech marks) in a text. 	
2GD I am beginning to attempt more complex sentences and more ambitious words	2GD I can write with increasing fluency at a good pace.	2GD My sentences employ a wide range of organizational devices that convey my intended meaning.	2GD I can write imaginatively, engaging the reader using a variety of devices.	2GD I can use an increasing variety of punctuation effectively and accurately	
2.6 <ul style="list-style-type: none"> I can add suffixes to spell longer words correctly (ment, ness, ful, ly, less....) I can write simple sentences using exception words and punctuation, spelling most correctly. 	2.6 <ul style="list-style-type: none"> I am joining my words more consistently 	2.6 <ul style="list-style-type: none"> I can use appropriate conjunctions in my writing 'and, but, when, if, or, because, that.' I can select appropriate sentences for effect, in relation to genre/task. I can use appropriate adjectives in my writing I am beginning to use appropriate imperative verbs I can consistently use the present and past tense of verbs in my writing. 	2.6 <ul style="list-style-type: none"> I can re-read what I have written to check that it makes sense. I can write a simple plan including new vocabulary. 	2.6 <ul style="list-style-type: none"> I can use apostrophes for contractions most of the time. I can use apostrophes for possession. I can use commas to form a list. I can identify different apostrophes and discuss how they are used. 	
2.5	2.5	2.5	2.5	2.5	
2.4	2.4	2.4	2.4	2.4	
<ul style="list-style-type: none"> I am able to use different ways of spelling long vowel phonemes I can write simple sentences using Grapheme Phoneme Correspondences (GPC). I understand and use singular and plural. I can write simple sentences using exception words and punctuation, spelling many correctly. I am beginning to use suffixes (ment, ness, ful, less, ly....) 	<ul style="list-style-type: none"> I can use spacing between words that reflects the size of the letters. I am using the horizontal and diagonal strokes needed to join letters. I can form capital letters and digits correctly and in relation to other letters. 	<ul style="list-style-type: none"> I can use a wider range of conjunctions to join my sentences. I can use subordinating conjunctions such as: when, if, that, because I can use and identify statements, questions, exclamations and commands. I can use adjectives to add information about a noun (expanded noun phrases) I can identify imperative verbs I can use the past and present tense verbs correctly 	<ul style="list-style-type: none"> I can write simple narratives from personal experiences I can create a simple written plan. I am beginning to independently reread to check my writing makes sense. 	<ul style="list-style-type: none"> I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences I can use capital letters for proper nouns. I am beginning to use apostrophes for contractions e.g. don't I am beginning to use apostrophes for possession I am beginning to use commas in a list. 	
2.3	2.3	2.3	2.3	2.3	
2.2	2.2	2.2	2.2	2.2	
<ul style="list-style-type: none"> I can segment spoken words into phonemes and represent these using graphemes spelling many correctly I can write simple sentences dictated by the teacher I can write simple sentences using exception words and punctuation, spelling some correctly. 	<ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another 	<ul style="list-style-type: none"> I can use some simple conjunctions to join my sentences (and, but, because) I can identify statements, questions, exclamations and commands. I can identify adjectives I can identify past and present tense verbs. 	<ul style="list-style-type: none"> With support I can write simple narratives from personal experiences I can plan or say out loud what I am going to write I can reread my writing with the teacher to check for improvements 	<ul style="list-style-type: none"> I can explain that a proper noun needs a capital letter. I can explain how an apostrophe is used to form a contraction. I can explain what a comma does. I can use capital letters, full stops in some of my sentences. I can use spaces to separate words 	
2.1	2.1	2.1	2.1	2.1	
Terminology Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark					