



For Skills to be awarded they should be completely embedded and demonstrated in a range of contexts and learning experiences.



Year 2 Writing Checklist

Name: _____

Class: _____

Autumn Skills	Achieved	Spring Skills	Achieved	Summer Skills	Achieved
Composition		Composition		Composition	
I can compose a sequence of 3 or more sentences orally before writing		I can write headings, sub-headings and the date when appropriate		I can group my ideas to guide the reader (openings and endings, organized and clear structure)	
I can write a sequence of sentences with clear meaning to form a narrative		I can match organisation to purpose (organizational devices, letter structure)		I can use a range of chosen forms appropriately and consistently	
I can develop short sections of my writing with descriptions of feelings, characters or setting		I can use stylistic devices such as alliteration and onomatopoeia		Vocabulary, grammar and punctuation	
Vocabulary, grammar and punctuation		I can usually sustain narrative and non-narrative forms (writing is on topic and developed throughout)		I can extend sentences using a wider range of conjunctions to clarify relationships of time, reason and cause (e.g. before, after, also, while, etc...)	
I can usually use capital letters and full stops to demarcate sentences		Vocabulary, grammar and punctuation		I can use apostrophes to show possession	
I can use capital letters for most proper nouns and the personal pronoun 'I'		I can always use capital letters and full stops to demarcate sentences		I am experimenting with other types of punctuation (e.g. inverted commas, commas to separate clauses, brackets, ellipsis...)	
I can write extended sentences using coordinating conjunctions (and, but, or)		I can use question marks and exclamations marks appropriately		Transcription and Spelling	
I can attempt to use some adjectives, adverbs and descriptive noun phrases for detail and emphasis		I can write extended sentences using limited subordinating conjunctions (because, when, so that, if)		I can spell most common exception words correctly including common homophones	
I can use singular and plural verbs correctly		I can use common omissive apostrophes (can't, didn't, hasn't, couldn't, it's, etc...)		I can use year-appropriate prefixes and suffixes accurately	
I can write extended sentences using the past tense in the progressive form		I can use simple time adverbials at the start of a sentence, with a comma		I can demonstrate in my writing an understanding of spelling rules	
I can write a list using commas		I can write extended sentences using the present tense in the progressive form			
Transcription and Spelling		Transcription and Spelling			
I can independently use correct writing posture and grip		I can use accurate and consistent handwriting with some evidence of joining			
I can form lower-case letters evenly, with controlled ascenders and descenders, and write capital letters and digits the correct size		I can use phonic strategies to spell unknown words (majority decodable without child's help)			