YEAR 2 ENGLISH - TRANSCRIPTION, HANDWRITING, COMPOSITION, VOCABULARY, GRAMMAR AND											
PUNCTUATION											
											Notes
TRANSCRIPTION - SPELLING											
I can segment words into phonemes.											
I can record segmented phonemes as graphemes.											
I can spell words with alternative spellings.											
I can spell words which are common homophones.											
I can spell longer words using suffixes such as: 'ment', 'ness', 'full', 'ly'.											
I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.											
I can identify phonemes in unfamiliar words.											
I can use syllables to divide words.											
HANDWRITING											
I can form lower-case letters of the correct size relative to one another.											
I can begin to use some of the diagonal strokes needed to join letters											
I can begin to use some of the horizontal strokes needed to join letters.											
I show that I know which letters are best left											

unjoined.				
I use capital letters of the correct size, orientation				
and relationship to one another.				
I use capital letters of the correct size, orientation				
and relationship to lower case letters.				
I use digits of the correct size, orientation and				
relationship to one another.				 
I use spacing between words that reflects the size				
of the letters.	 			
COMPOSITION	 			
I can write narratives about personal experiences				
which are real.				
I can write narratives about personal experiences				
which are fictional.	 			
I can write narratives about the experiences of				
others which are real.	 			
I can write narratives about the experiences of				
others which are fictional.				
I can write for different purposes, including real				
events.				
I can plan and discuss the content of my writing.				
I can plan and discuss the content of my writing and				
record my ideas.				 
I am able to orally rehearse structured sentences.				
I am able to orally rehearse sequences of sentences.				
I can evaluate my own writing independently.				
I can evaluate my own writing with friends.				

I can evaluate my own writing with an adult.					
I can proof-read to check for errors in spelling and correct them.					
I can proof-read to check for errors in grammar and revise or correct them.					
I can proof-read to check for errors in punctuation and add, revise or correct them.					
I can show a positive attitude towards writing for different purposes.					
I can show stamina for writing for different purposes.					
VOCABULARY, GRAMMAR AND PUNCTUATION					
I can use subordination in my sentences (using when, if, that, because).					
I can use co-ordination in my sentences(using or, and, but).					
I can use expanded noun phrases.					
I can say how the grammatical patterns in a sentence indicate its function.					
I can consistently use the present tense correctly.					
I can consistently use the past tense correctly.					
I can use the progressive forms of verbs in the present tense.					
I can use the progressive forms of verbs in the past tense.					
<mark>I can use suffixes -er - est and ly in adjectives to</mark> turn adjectives in adverbs.					

I can use capital letters for names of people.						
I can use capital letters for names of places.						
I can use capital letters for days of the week.						
I use capital letters for the personal pronoun 'I'.						
I correctly use full stops to demarcate sentences.						
I correctly use question marks.						
I correctly use exclamation marks.						
I can use commas to separate items in a list.						
I can use apostrophes to show where letters are						
missing.						
I can use apostrophes to show singular possession in						
nouns.						