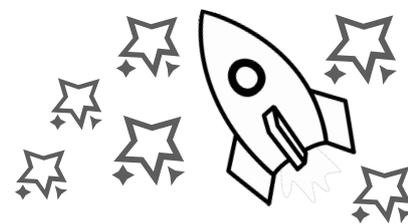


# Achievement Statements

## Year 2 Writing



Foundational Achievement Statements		Power Statement
I always leave spaces between words when I write		☆
I form all my letters properly and make them a similar size		☆
I can place letters properly on a line including ascending and descending letters		☆
I can write capital letters and digits of the correct size compared to lower case letters		
I can join some letters using the right formation when I write and I know which letters I don't need to join		
I can spell many words correctly by segmenting them		☆
I can spell some phonemes with different graphemes (e.g. '-ai', 'a-e')		☆
I can write letters of the alphabet in the correct order		☆
I can make words ending in '-y' into plurals (e.g. 'baby' 'babies', 'fly' 'flies')		
I can spell words with contracted forms (e.g. can't, don't, won't, wouldn't, I'll)		☆
I can spell the common exception words for Y2 (door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, last, fast, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas)		☆
I can use most of the spelling rules and patterns in the Year 2 list in my writing		
I can write simple sentences dictated by my teacher using the words and punctuation I have learned		☆
I use capital letters to start my sentences		☆
I use capital letters for names and 'I'		☆
I can add a question mark at the end of a question		☆
I can add an exclamation mark at the end of an exclamation		☆
I can make the correct choice between two homophones in my writing (e.g. 'their' and 'there' and 'hear' and 'here')		
I can use capital letters and full stops correctly nearly all the time		☆
I can use commas in a list		☆
I can add suffixes to spell longer words (e.g. '-ment', '-ness', '-ful', '-less', '-ly')		
I can use an apostrophe to show possession (e.g. the girl's book)		☆
I can use all of the key words to explain the grammar in my writing (noun, noun phrase, statement, question, exclamation, command (instruction), compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma)		☆
Conceptual Achievement Statements		Power Statement
I can read back what I have written and check that my spelling is correct using the spelling rules I have been taught		☆
I can use time connective phrases e.g. after that, the next day, a little later		☆
I can write an account that has more than one idea in it		
I can write an account that has a good beginning		
I can group my ideas together in logical sequence		☆
I can write a good ending to my account		
I can use descriptive noun phrases to describe a person or a thing e.g. the gold ring		☆
I can think of different words that might fit in a piece of writing and choose some that will be more interesting		
I can plan what I am going to write about by writing down ideas and important words		☆
I can write about cause and effect (e.g. using: when, if, that, because)		
I can write descriptions that make clear pictures for readers		
I can write for different purposes (e.g. story, report, instructions)		☆
I can read back what I have written and comment on whether it makes good sense		☆
I can review my writing and judge if my readers would find it interesting or exciting		
I can write sentences that have a subject and a verb (e.g. The boy runs)		☆
I can write in the past tense (e.g. He fell down the hole)		☆
I can write in the present progressive tense (e.g. They are jumping on the trampoline)		☆
I can write in the third person and not get mixed up: she, he, it and they		☆
I can use different ways to start a sentence (e.g. Suddenly.... After a while.... Just then...)		
I can make my sentences longer by using conjunctions (e.g. and, but, or)		☆
I can use imperative or 'bossy' verbs appropriately e.g. Open the book		
I can make a good choice of adjectives so that they match the nouns e.g. they played a complicated game		
I can read back what I have written and make some corrections to my grammar and punctuation		☆
I can write different types of sentences (e.g. statement, question, exclamation, or instruction) using the proper sentence structure for each type of sentence		☆
I can write sentences with the progressive verb form to show that an action is happening or was happening (e.g. she is drumming, he was shouting)		☆

### The Progression of Evidence

This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.
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