

Writing Checklist for Year 2



Spelling

- I can accurately spell the Reception, Year 1 and Year 2 high frequency words and common-exception words.
- I can use spelling rules to help me spell words correctly.
- I can use a dictionary to check my spellings.
- I can select the correct homophone.
- I can add suffixes to words. (Eg. *_ment, _ness, _ful, _less, _ly*).

Handwriting

- My lower-case letters are of the same size.
- I control in my use of ascenders and descenders.
- I am beginning to join letters.
- My capital letters are of the correct size.
- My finger spaces are consistent.

Composition

- I can plan what I am going to write.
- My sentences make sense when I read them back.
- I can use a variety of vocabulary to add interest.
- I can use expanded noun phrases.
(Eg. *The enormous, green beanstalk*)
- I can use a range of openers for beginning sentences.
(Eg. *First, Then, Next, After, Suddenly*)
- I can use conjunctions to extend my sentences.
(*and, or, but, so, because, if, when, that*)
- I can organise my writing into paragraphs.
- I can check my work carefully and make improvements.

Vocabulary, Grammar and Punctuation

- All my sentences begin with a capital letter.
- All my sentences end with punctuation. (. ? !)
- I can use apostrophes for contraction. (Eg. *it's, hasn't*)
- I can use apostrophes for possession. (Eg. *The boy's, My mum's*)
- I can use capital letters for names of people, places, days of the week and months of the year.
- I can write consistently in the correct tense.
- I can use statements, questions, commands and exclamations.

GPS Checklist for Year 2



I can explain and identify the following terms:

<ul style="list-style-type: none"> Types of sentences: Statement (<i>I like cake.</i>) Question (<i>Do you like cake?</i>) Command (<i>Put the cake in the oven.</i>) Exclamation (<i>What a beautiful cake that is!</i>) 	
<ul style="list-style-type: none"> Types of words: Noun (<i>a naming word e.g. pen, book, Mr Woods</i>) Verb (<i>a doing word e.g. skip, running, shouted</i>) Adjective (<i>a describing word e.g. beautiful, yellow, large</i>) Adverb (<i>a word which describes the verb e.g. He shouted <u>loudly.</u></i>) 	
<ul style="list-style-type: none"> Singular (<i>tree</i>) and Plural (<i>trees</i>) 	
<ul style="list-style-type: none"> Compound words (<i>playground, icecream</i>) 	
<ul style="list-style-type: none"> Expanded noun phrases. (<i>e.g. The enormous, green beanstalk</i>) 	
<ul style="list-style-type: none"> Conjunctions for Coordination (<i>and, or but</i>). 	
<ul style="list-style-type: none"> Conjunctions for Subordination (<i>because, if, that, when</i>) 	
<ul style="list-style-type: none"> Tenses: Past tense (<i>I walked to the shop.</i>) Present tense (<i>I walk to school/I am walking to school.</i>) 	
<ul style="list-style-type: none"> Punctuation: Capital Letter Full Stop (.) Question Mark (?) Exclamation Mark (!) Comma (,) Apostrophe for possession (Eg. The boy's) Apostrophe for contraction. (Eg. didn't) 	
<ul style="list-style-type: none"> Suffix (<i>the end of a word e.g. walk + <u>ed</u> = walked</i>) 	



Reading Checklist for Year 2

Word Reading	
• I can correctly read the Reception, Year 1 and Year 2 high frequency words and common-exception words.	
• I can use my knowledge of letters and sounds to decode (sound out) words.	
• I can read different sounds for graphemes (<i>e.g. night/kite</i>)	
• I can correctly read words of two or more syllables.	
• I can read words containing common suffixes. (<i>e.g. ing, ed, ful</i>)	
• I can read most words without 'sounding them out'. Eg. Ninety words per minute.	
Comprehension	
• I can listen to and discuss a wide range of books.	
• I can find key words and phrases in the text I read.	
• I can check that what I read makes sense.	
• I can make predictions about what could happen next.	
• I can discuss the sequence of events in books.	
• I can check the meaning of new words.	
• I can discuss my favourite words and phrases.	
• I can recognise repeating words and phrases.	
• I can make some inferences on the basis of what is being said and done (be a reading detective!).	
• I can ask and answer questions about what I have read.	
• I can give opinions based on what I have read.	
• I can explain my understanding of books I have read.	
• I can make links between books I have read.	