

# Barkisland CE VA Primary School



Writing Targets

Stage 2



## Wicked Writing

W1. I can write narratives about personal experiences and those of others, both real and fictional.						
W2. I can write about things that interest me.						
W3. I can write for different reasons <i>e.g. lists, questions, instructions, poems, recounts, reports.</i>						
W4. I know who my writing is for.						
W5. I can plan my writing using words, pictures, story maps etc.						
W6. Before I write, I plan my sentences carefully <i>e.g. saying out loud, thinking in my head, using a jotter or given plan.</i>						
W7. I can evaluate and edit my writing.						
W8. I can evaluate and edit my friends' writing.						
W9. I re-read my writing back to myself to check it makes sense.						
W10. I look carefully at my writing to check my spelling and punctuation.						
W11. I group my ideas together correctly and try not to jump from one idea to another.						
W12. The beginnings of my stories are exciting and interesting and make people want to read more.						
W13. My stories have interesting endings that I have thought about very carefully.						
W14. I can think about the different styles needed for different types of writing <i>e.g. letter, poem, story, instructions, recount.</i>						
W15. I write stories that have one or more characters and settings.						
W16. Events in my writing can lead to one another.						
W17. I can describe the characters and settings in my stories using adjectives.						

## Handy Handwriting

H1. When I write my lower-case letters are all the correct size.						
H2. I understand which letters need to be joined in my handwriting.						
H3. I can write capital and lower-case of the correct size, orientation and relationship to one another.						
H4. I use spacing between words that reflects the size of the letters.						
H5. I know which letters are tall and which fall below the line.						

# Great Grammar and Wonderful Words

G1. My sentences are different in length.						
G2. I change the way my sentences start.						
G3. I can use expanded noun phrases in my writing e.g. <i>the blue butterfly, the man on the moon.</i>						
G4. I can use subordinating conjunctions ( <i>when, if, that, because</i> ).						
G5. I can use coordinating conjunctions ( <i>or, but, and</i> ).						
G6. I can use adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i>						
G7. I can use adverbs for information e.g. <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i>						
G8. I understand and can use statements in my writing e.g. <i>Rainbows have 7 colours in them.</i>						
G9. I understand and can use commands in my writing e.g. <i>Please stop doing that.</i>						
G10. I understand and can use questions in my writing e.g. <i>Can I help you with the cooking today?</i>						
G11. I understand and can use exclamations in my writing e.g. <i>What a dangerous mountain to climb!</i> (Must start with what or how and have a verb in it.)						
G12. I consistently use the first or third person correctly.						
G13. I use new vocabulary in my writing which appropriate to the text type.						
G14. I use the correct tense in my writing.						
G15. My verbs match my tense.						

## Perfect Punctuation

P1. I use capital letters and full stops correctly.						
P2. I use capital letters for proper nouns.						
P3. I use ? when they are needed.						
P4. I use ! correctly.						
P5. I can use commas when writing a list.						
P6. I can use apostrophes to show where letters are missing e.g. <i>can't, I'll, don't</i>						
P7. I can use apostrophes to show singular possession e.g. <i>It was the man's birthday, The dog's tail wagged excitedly.</i>						

# Super Spelling

S1. I can spell words using different ways to write the sound j (edge, huge, gem, giant, jacket)						
S2. I can spell words using c for s (race, ice, fancy)						
S3. I can spell words using kn, gn, wr (know, knock, gnome, gnat, write, wrong, wriggle)						
S4. I can spell words ending in -tion (information, caption)						
S5. I can spell words using the /l/ sound spelt -le (double, middle, little), -el (camel, towel, tinsel), -al (metal, hospital, animal)						
S6 I can spell words ending in -ies (by changing the y to i and adding -ies e.g. babies, flies, cries)						
S7. I can spell words adding -ing, -ed, -er, -est and -y						
S8. I can spell words using the /or/ sound spelt a before l and ll (always, ball, all, wall)						
S9. I can spell words using the /u/ sound spelt o (Monday, brother, nothing)						
S10. I can spell words using the /ee/ sound spelt -ey (donkey, monkey, chimney, valley)						
S11. I can spell words using the /o/ sound spelt a after w and qu (water, want, squash, wash)						
S12. I can spell words using the /ur/ sound spelt or after w (word, worm, world worth)						
S13. I can spell words using the /or/ sound spelt ar after w (warm, war, towards)						
S14. I can spell words using the /zh/ sound spelt s (television, treasure)						
S15. I can spell words with the suffixes -ment, -ness, -ful, -less and -ly						
S16. I can spell words using contractions e.g. can't, don't, I'll.						
S17. I can spell different homophones (their/there/they're; two, to, too)						
S18. I can common exception words correctly in my writing						
S19. I have a good attitude towards spelling e.g. <i>I learn my spellings, I try my best at spelling</i>						
S20. I try hard to apply my spellings to my writing						
S21. I can identify spelling errors and edit where needed.						

## Terminology

noun, noun phrase, statement, question, exclamation, command, compound, prefix, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.