



	Purposeful	Organised	Word Wonder	Grammar Giant	Handwriting Hero
Year 2	<p>I am beginning to write stories about things that have happened to me or other people.</p> <p>I am able to write longer stories about real things that have happened.</p> <p>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</p>	<p>I can write my own poems.</p> <p>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</p> <p>I can make changes in my writing by listening to what others have to say about it.</p>	<p><b>I can use words such as when, if, that, because, and, or but when I write sentences.</b></p> <p>I am able to write more interesting sentences by adding further detail.</p> <p><b>I can use some expanded noun phrases for description (for example the blue butterfly).</b></p> <p>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</p> <p>I can add -ful and -less to words to make adjectives.</p> <p>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</p>	<p>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</p> <p>I can use spaces that reflect the size of the letters.</p> <p><b>I can use capital letters and full stops correctly.</b></p> <p><b>I can use some question marks confidently.</b></p> <p><b>I can use some exclamation marks confidently.</b></p> <p>I can use commas correctly when making a list of things.</p> <p>I can use and understand statements in a sentence.</p> <p>I can use and understand questions in a sentence.</p> <p>I can use and understand exclamations in a sentence.</p> <p>I can use and understand commands in a sentence.</p> <p><b>I can mostly use present or past tense when writing.</b></p> <p><b>I can use the full range of punctuation taught at key stage 1 mostly correctly</b></p>	<p>When I write, my letters are the same size.</p> <p><b>I can write letters and numbers that are the right way round and the right size.</b></p> <p><b>I know where to leave spaces between words.</b></p> <p><b>I can the diagonal and horizontal strokes needed to join letters in some of my writing</b></p> <p><b>I can use the diagonal and horizontal strokes needed to join letters in most of my writing</b></p>
Year 3	<p>Compose and rehearse sentences orally</p> <p>Discuss the effectiveness of own writing.</p> <p>Begin to read own writing aloud with appropriate intonation and volume to make the meaning clear.</p>	<p>Identify structure, vocabulary and grammar in a variety of different texts (age-appropriate).</p> <p>Discuss and record ideas for writing.</p> <p>Begin to paragraph ideas around a theme.</p> <p>Use simple organisational devices for non-fiction texts (for example headings and sub-headings).</p>	<p>Create settings, characters and plot in narratives.</p> <p>Suggest changes to vocabulary so that writing is more specific</p> <p>Use words that express time and cause (for example when, so, before, after, while, because).</p> <p>Choose appropriate adverbs</p> <p>Choose appropriate adjectives.</p> <p>Use other prepositions which are useful for writing (for example before, after, during, in, because of).</p>	<p>Use a comma after fronted adverbial.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Use conjunctions confidently to combine clauses.</p> <p>Form nouns with prefixes.</p> <p>Use the forms -a and -an accurately.</p> <p>Use possessive apostrophe with plural words.</p> <p>Use present perfect form of verbs instead of the simple past.</p>	<p>Shape letters correctly (sometimes inconsistently).</p> <p>Increase the legibility and quality of handwriting.</p> <p>Ensure that downward strokes of letters are parallel and equidistant.</p> <p>Space lines of writing efficiently (ascenders and descenders do not touch).</p>

Year 2: 28 statements: 4 - 11 = Emerging      12 - 19 = Developing      20+ (including all working at statements) and 15 spelling = Secure      Y2 NYG = 23 statements + emerging

   All preceding + greater depth statements = Greater Depth

Year 3: 31 statements: 5 - 12 = Emerging      13 - 21 = Developing      22+ = Secure      Y3 NYG = 26 statements + emerging



Super Speller	
Year 2	<p>I can use the possessive apostrophe (singular nouns).</p> <p>I can show I know the difference between homophones and near-homophones in my spelling.</p> <p>I can use the 'j' sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (for example badge, age, gem).</p> <p>I can use the 'l' sound spelt -le at the end of words (for example apple, bottle).</p> <p>I can use the 'l' sound spelt -el at the end of words (for example camel, tunnel).</p> <p>I can use the 'l' sound spelt -al at the end of words (for example pedal, capital).</p> <p>I can spell words ending -il. (for example pencil, fossil, nostril)</p> <p>I can spell the 'i' sound spelt -y at the end of words. (for example cry, fly, dry, try, reply, July)</p> <p>I can spell words ending in -tion.</p> <p>I can spell the 'e' sound spelt -ey. (key, donkey, monkey, chimney, valley)</p> <p>I can spell the 's' sound spelt c before e, i and y (for example ice, cell).</p> <p>I can spell the 'n' sound spelt kn and (less often) gn at the beginning of words (for example knee, gnat).</p> <p>I can spell the 'r' sound spelt wr at the beginning of words (for example written, wrote).</p> <p>I can spell the 'aw' sound spelt a before l and ll (for example all, ball).</p> <p>I can spell the 'u' sound spelt o (for example mother, brother).</p> <p>I can spell the 'o' sound spelt a after w and qu. (want, watch, wander, quantity, squash)</p> <p>I can spell the 'ur' sound spelt or after w. (word, work, worm, world, worth)</p> <p>I can spell the 'or' sound spelt ar after w. (war, warm, towards)</p> <p>I can spell the 'sh' sound spelt s. (television, treasure, usual)</p> <ul style="list-style-type: none"> <li>- I can spell many common exception words.</li> <li>- I can spell most common exception words</li> </ul> <p>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>I can spell some words with contracted forms</p> <ul style="list-style-type: none"> <li>- I can spell most words with contracted forms.</li> </ul> <p>I can add suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*</p> <ul style="list-style-type: none"> <li>- I can add suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*</li> </ul>
Year 3	<p>Spell words of Greek origin which contain the /k/ sound spelt ch (for example scheme, chorus, chemist, echo).</p> <p>Spell words containing a variety of prefixes (for example mis, dis, ill, un, in, im, re, sub, inter, super, anti, auto, ir).</p> <p>Add suffixes beginning with a vowel letters to words of more than one syllable (for example forgetting, forgotten, beginning, beginner).</p> <p>Add the suffix -ly to an adjective to form adverb (for example sadly, completely).</p> <p>Spell words with endings that end like -sure or -ture (for example creature, furniture, treasure, pleasure).</p> <p>Spell words with endings ei, eigh or ey (for example vein, weigh, neighbour, they).</p> <p>Spell word families based on common words (for example solve, solution, solver, dissolve, insoluble).</p>