

# My Learning Journey for Writing



Year 2 Name:

handwriting and spelling		words and sentences	
I spell lots of 2 and 3 syllable words, using all my spelling skills.		I write stories which are a bit like other stories I know, with events and characters.	
I use an apostrophe to write words like <b>wasn't, didn't</b> and <b>I'm</b> .		I talk about my writing. I change things to make them better.	
I use an apostrophe to show when one person owns something - <b>Tom's coat</b> .		I use commas in a list.	
I spell some words which sound the same but are spelt differently, like <b>to/too/two, sea/see,</b> and <b>blue/blew</b> .		My vocabulary is often interesting because it adds detail for the reader, including noun phrases, verbs and adverbs.	
I add <b>es</b> to words ending in <b>y</b> , like <b>fly/flies, copy/copies, baby/babies</b> .		I sometimes choose words which make my writing more interesting.	
I spell words with suffixes <b>ed, er</b> and <b>ing</b> which I have to think about carefully, like <b>dropped</b> and <b>swimming</b> .		I read my own writing back to myself, to check it makes sense.	
I add <b>s, es</b> and <b>ies</b> to make singular words into plurals.		I write my own poem or rhyme, saying it aloud first.	
I spell words with <b>kn, gn</b> and <b>wr</b> like <b>knee, knock, gnaw, write</b> and <b>wrap</b> .		I can find an adverb in a sentence and know what job it does.	
I spell many tricky words in the Y2 spelling list like <b>because, children, father, who</b> and <b>people</b> .		I know when a verb is in the present or past tense. I can change my verbs from one tense to the other.	
I spell words with the suffixes <b>ment, ness</b> and <b>less</b> .		I find verbs in a sentence and choose verbs in my own writing.	
I spell words ending with <b>le, el, al</b> and <b>il</b> like <b>table, camel, metal</b> and <b>pencil</b> .		I sometimes use <b>adjectives</b> to describe <b>nouns</b> , to make my writing interesting.	
I spell some words which end with <b>ly</b> like <b>slowly</b> and <b>lonely</b> .		I say and write <b>we were, they were</b> and <b>I did</b> correctly, most of the time.	
I segment words to spell them, using all the 44 phonemes.		I recognise and write sentences which are statements and questions.	
I spell some *tricky words in the Y2 spelling list like <b>could, Mr</b> and <b>old</b> .		I recognise and write commands and exclamations.	
I say all the names of letters of the alphabet, in order.		Sometimes I use joining words like <b>because, if</b> and <b>when</b> to join ideas together.	
My joined up writing is even-sized.		I use words like <b>and, but, or</b> and <b>so</b> to join my ideas together.	
I join most of my letters when I write.		I say my sentences aloud first, to make sure they make sense.	
I join some letters.		I use <b>?</b> and <b>!</b> correctly in my writing.	
My spaces are usually the right size.		My sentences make good sense.	
I write most letters and numbers correctly, on the line.		I often use a capital letter and full stop in the right place.	
I write most capital letters correctly.		I sometimes remember to use a capital letter and full stop.	
I usually leave spaces between words.		I say and write a sentence which makes sense.	