

NATIONAL CURRICULUM WRITING LIST

OBJECTIVES and CHILD SPEAK TARGETS

WRITING Key Stage 1 Year 1

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 1 Y1	Transcription			
KS 1 Y1	Transcription	[KEY] Spell words containing each of the 40+ phonemes already taught. ↳ GD objective: Spell words containing each of the 40+ phonemes already taught and use them correctly when writing	<i>I can spell my word list accurately.</i>	<i>I can spell my word list accurately when I am writing sentences.</i>
KS 1 Y1	Transcription	Spell common exception words. ↳ GD objective: Spell common exception words and use them correctly in their writing.	<i>I can spell some unusual words correctly.</i>	<i>I can spell more unusual words correctly and use them correctly in my writing.</i>
KS 1 Y1	Transcription	Spell the days of the week. ↳ GD objective: Spell the days of the week and use them in a sentence.	<i>I can spell the days of the week.</i>	<i>I can spell the days of the week and use them in a sentence.</i>
KS 1 Y1	Transcription	[KEY] Naming the letters of the alphabet in order. ↳ GD objective: Confidently name the letters of the alphabet in order and out of order.	<i>I know the names of all the letters of the alphabet in order.</i>	<i>I know the names of all the letters of the alphabet in order and out of order.</i>
KS 1 Y1	Transcription	Using letter names to distinguish between alternative spellings of the same sound. ↳ GD objective: Confidently use letter names to distinguish between alternative spellings of the same sound	<i>I know some sounds can be spelled in different ways using different letters.</i>	<i>I use a range of sounds that can be spelled in different ways using different letters.</i>
KS 1 Y1	Transcription	Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. ↳ GD objective: Independently add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs, and apply it in sentences.	<i>I use word endings such as -s and -es to change a word to mean more than one.</i>	<i>When writing sentences, I use word endings such as -s and -es to change a word to mean more than one</i>
KS 1 Y1	Transcription	Add prefixes using the prefix un-. ↳ GD objective: Independently add prefixes using the prefix un- in their writing.	<i>I know how to add un- at the beginning of a word to create a new word.</i>	<i>I add un- at the beginning of a word to create a new word when I am writing sentences.</i>
KS 1 Y1	Transcription	Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. ↳ GD objective: Confidently add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example:	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</i>	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper and can use them in my writing.</i>

		helping, helped, helper, eating, quicker, quickest], using them in their writing.		
KS 1 Y1	Transcription	Apply simple year 1 spelling rules and guidance. ↳ GD objective: Apply simple year 1 spelling rules and guidance in their work without support.	<i>I can spell the words correctly in my Year 1 spelling list.</i>	<i>I can correctly spell the words correctly in my Year 1 spelling list when I write sentences.</i>
KS 1 Y1	Transcription	[KEY] Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ↳ GD objective: Write from memory longer sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<i>I can write out a sentence told to me by my teacher.</i>	<i>I can write out a longer more difficult sentence told to me by my teacher.</i>
KS 1 Y1	Handwriting			
KS 1 Y1	Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. ↳ GD objective: Consistently sit correctly at a table, holding a pencil comfortably and correctly without being reminded.	<i>When writing, I sit and hold a pencil correctly.</i>	<i>When writing, I always sit and hold a pencil correctly without help.</i>
KS 1 Y1	Handwriting	[KEY] Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ↳ GD objective: Confidently form lower-case letters in the correct direction, starting and finishing in the right place.	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>	<i>I can write lower case letters correctly, starting and finishing in the right place.</i>
KS 1 Y1	Handwriting	Form capital letters. ↳ GD objective: Accurately form capital letters that are all the same size.	<i>I can write some capital letters.</i>	<i>I can carefully write capital letters that are all the same size.</i>
KS 1 Y1	Handwriting	Form digits 0-9. ↳ GD objective: Form digits 0-9 correctly and use them in their work accurately.	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly and use them in my work.</i>
KS 1 Y1	Handwriting	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. ↳ GD objective: Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and form them correctly in their writing.	<i>I can tell you how some letters are similar and can be put into groups.</i>	<i>I can tell you how some letters are similar and can be put into groups. I can write them correctly in my writing.</i>
KS 1 Y1	Composition			
KS 1 Y1	Composition	Write sentences by saying out loud what they are going to write about. ↳ GD objective: Independently write longer sentences by saying out loud what they are going to write about including the key details.	<i>Before I write a sentence, I can say out loud what I am going to write.</i>	<i>Before I write longer sentences, I can say out loud what I am going to write that includes more detail.</i>
KS 1 Y1	Composition	Write sentences by composing a sentence orally before writing it. ↳ GD objective: Independently writes sentences by composing a longer sentence orally before writing it.	<i>I can think of and say a sentence before I write it.</i>	<i>I can think of and say longer sentences before I write it without support.</i>
KS 1 Y1	Composition	[KEY] Write sentences by sequencing sentences to form short narratives. ↳ GD objective: Write sentences by sequencing sentences to form short,	<i>I can write a text by thinking of a list of sentences in the order I need.</i>	<i>I can write a text by thinking of a list of sentences, ordering them in a creative way.</i>

		creative narratives.		
KS 1 Y1	Composition	[KEY] Write sentences by re-reading what they have written to check that it makes sense. ↳ GD objective: Write sentences by independently re-reading what they have written to carefully check that it makes sense.	<i>I check my sentences make sense by re-reading them.</i>	<i>Independently, I check my sentences make sense by carefully re-reading them.</i>
KS 1 Y1	Composition	Discuss what they have written with the teacher or other pupils. ↳ GD objective: Discuss and evaluate what they have written with the teacher or other pupils.	<i>I can discuss what I have written with the teacher or my friends.</i>	<i>I can discuss what I have written with the teacher or my friends, saying what is good and what could be improved.</i>
KS 1 Y1	Composition	Read aloud their writing clearly enough to be heard by their peers and the teacher. ↳ GD objective: Confidently read aloud their writing clearly enough to be heard by their peers and the teacher.	<i>I can read aloud my own writing so my friends and the teacher can hear me.</i>	<i>I can confidently read aloud my own writing so my friends and the teacher can hear me.</i>
KS 1 Y1	Vocabulary Grammar Punctuation			
KS 1 Y1	Vocabulary Grammar Punctuation	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words without prompts or reminders.	<i>When I write, I leave spaces between my words.</i>	<i>When I write, I leave spaces between my words without being reminded.</i>
KS 1 Y1	Vocabulary Grammar Punctuation	Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses that are related using 'and'.	<i>I can add together two sentences using 'and'.</i>	<i>I can add together two sentences that are about the same idea using 'and'</i>
KS 1 Y1	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by punctuating sentences independently using a capital letter and a full stop, question mark or exclamation mark.	<i>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</i>	<i>I can tell you where I would use a capital letter, a full stop, question marks or exclamation marks in my work.</i>
KS 1 Y1	Vocabulary Grammar Punctuation	Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by more accurately using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' in their writing	<i>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</i>	<i>In my writing, I use a capital letter for the names of people, places, the days of the week and when I use I.</i>
KS 1 Y1	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun. ↳ GD objective: Use and apply grammatical terminology for Year 1 in	<i>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</i>	<i>In my sentences, I can make words mean more than one object by adding -s or -es. For example: dog and dogs or wish and wishes.</i>

		their sentences understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun and using these within their writing.		
KS 1 Y1	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 1 understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper]. ↳ GD objective: Use and apply grammatical terminology for Year 1 in their writing understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper] and using them in their writing.	<i>I can add endings such as -ing and -ed to words to make new words.</i>	<i>I can add endings such as -ing and -ed to words to make new words in my writing.</i>
KS 1 Y1	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives. ↳ GD objective: Use and apply grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives and giving examples.	<i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i>	<i>When discussing, I show I understand how adding un to the beginning of a range of words changes the word to mean the opposite.</i>
KS 1 Y1	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 1 understanding how words can combine to make sentences. ↳ GD objective: Independently use and apply grammatical terminology for Year 1 understanding how words can combine to make sentences and demonstrating this in action.	<i>I know that words can be put together to build sentences.</i>	<i>I can put words together independently to build sentences.</i>
KS 1 Y1	Vocabulary Grammar Punctuation	Use year 1 grammatical terminology in English Appendix 2 in discussing their writing. ↳ GD objective: Independently use year 1 grammatical terminology in English Appendix 2 in discussing their writing.	<i>I can use the grammar rules set out in my grammar list.</i>	<i>I can use the grammar rules set out in my grammar list independently</i>

WRITING Key Stage 1 Year 2

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 1 Y2	Transcription			
KS 1 Y2	Transcription	[EXS] [KEY] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. ↳ GD objective: Spell by independently segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	<i>I can spell words correctly by saying them out loud.</i>	<i>I can spell words correctly by saying them out loud independently.</i>
KS 1 Y2	Transcription	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. ↳ GD objective: Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and use them in their work.	<i>I am learning new ways for spelling words which sound the same but have different meanings.</i>	<i>I am learning new ways for spelling words which sound the same but have different meanings and can use these correctly in my work.</i>
KS 1 Y2	Transcription	[EXS] [KEY] Spell by learning to spell common exception words. ↳ GD objective: Spell by learning to spell common exception words and use them correctly in their writing.	<i>I know how to spell words that do not follow a spelling pattern.</i>	<i>I know how to spell words that do not follow a spelling pattern and I can use them when writing.</i>
KS 1 Y2	Transcription	[EXS] [KEY] Spell by learning to spell some words with contracted forms. ↳ GD objective: Spell by learning to spell a range of words with contracted forms.	<i>I can spell some words by using 'rules' I already know.</i>	<i>I can and use spell some words by using 'rules' I already know correctly</i>
KS 1 Y2	Transcription	Spell by learning the possessive apostrophe (singular) [for example, the girl's book]. ↳ GD objective: Spell by independently using the possessive apostrophe (singular) [for example: the girl's book] in their writing in a range of contexts.	<i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i>	<i>I can correctly use the possessive apostrophe (singular) independently [for example: the girl's book] in my writing.</i>
KS 1 Y2	Transcription	Spell by distinguishing between homophones and near-homophones. ↳ GD objective: Spell by distinguishing between homophones and near-homophones and spell them correctly.	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>	<i>I know the difference between homophones and near-homophones and spell them correctly in my work.</i>
KS 1 Y2	Transcription	[EXS] [KEY] Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. ↳ GD objective: Independently apply suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly in a range of contexts.	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>	<i>In my writing, I independently spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>
KS 1 Y2	Transcription	Apply year 2 spelling rules and guidance. ↳ GD objective: Apply year 2 spelling rules and guidance in their writing in a range of contexts.	<i>I can spell the words correctly in my Year 2 spelling list.</i>	<i>I can spell the words correctly in my Year 2 spelling list and use them in my work.</i>
KS 1 Y2	Transcription	Write from memory simple sentences dictated by the teacher that include	<i>I can write out a sentence told to me by my teacher</i>	<i>I can write out a longer, more complex sentence told</i>

		words using the GPCs, common exception words and punctuation taught so far. ↳ GD objective: Write from memory more complex sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<i>and use the correct punctuation.</i>	<i>to me by my teacher and use the correct punctuation.</i>
KS 1 Y2	Handwriting			
KS 1 Y2	Handwriting	[EXS] [KEY] Form lower-case letters of the correct size relative to one another. ↳ GD objective: Fluently form lower-case letters of the correct size relative to one another when I am writing sentences.	<i>When I write, my letters are the same size.</i>	<i>When I write sentences, my letters are the same size.</i>
KS 1 Y2	Handwriting	[EXS] [KEY] Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ↳ GD objective: Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>	<i>I know which letters to join up in my handwriting, and which ones are best left unjoined. I use this more consistently in my writing.</i>
KS 1 Y2	Handwriting	[EXS] [KEY] Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ↳ GD objective: Independently and accurately write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters when writing sentences.	<i>I can write letters and numbers that are the right way round and the right size.</i>	<i>I can write letters and numbers independently, that are the right way round and the right size when writing sentences.</i>
KS 1 Y2	Handwriting	[EXS] [KEY] Use spacing between words that reflects the size of the letters. ↳ GD objective: Use spacing between words that reflects the size of the letters without support or prompts.	<i>I know where to leave spaces between words.</i>	<i>I know where to leave spaces between words without being reminded.</i>
KS 1 Y2	Composition			
KS 1 Y2	Composition	[EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing longer narratives about personal experiences and those of others (real and fictional) that are suitable for the audience.	<i>I am beginning to write stories about things that have happened to me or other people.</i>	<i>I like writing longer stories about things that have happened to me or other people that are suitable for the age of the reader.</i>
KS 1 Y2	Composition	Develop positive attitudes towards and stamina for writing by writing about real events. ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing in more detail about real events in a range of contexts.	<i>I am able to write longer stories about real things that have happened.</i>	<i>I am able to write longer and more detailed stories about real things that have happened.</i>
KS 1 Y2	Composition	Develop positive attitudes towards and stamina for writing by writing poetry. ↳ GD objective: Develop positive attitudes towards and stamina for	<i>I can write my own poems.</i>	<i>I can write my own longer poems.</i>

		writing by writing longer poetry.		
KS 1 Y2	Composition	Develop positive attitudes towards and stamina for writing by writing for different purposes. ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing for different purposes in a range of contexts.	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>	<i>I like to write for a range of different purposes and know their different features.</i>
KS 1 Y2	Composition	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. ↳ GD objective: Consider what they are going to write before beginning by planning in detail or saying out loud what they are going to write about.	<i>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.</i>	<i>Before I start my writing, I plan in detail what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>
KS 1 Y2	Composition	Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. ↳ GD objective: Consider what they are going to write before beginning by writing down creative ideas and, or key words, including new vocabulary and linking ideas.	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>	<i>I think about what I am going to write by writing down my creative ideas, important words which will help me and linking my ideas together.</i>
KS 1 Y2	Composition	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. ↳ GD objective: Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>	<i>I can independently write down details about what I want to include in my writing, before I begin.</i>
KS 1 Y2	Composition	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by evaluating their writing with the teacher and other pupils.	<i>I can make changes in my writing by listening to what others have to say about it.</i>	<i>I can make a range of suitable changes in my writing by listening to what others have to say about it.</i>
KS 1 Y2	Composition	Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully re-reading to check that their writing makes sense and that verbs to indicate time are the most effective and used consistently, including verbs in the continuous form.	<i>Once finished, I will re-read my work to make sure it makes sense.</i>	<i>Once finished, I carefully re-read my work to make sure it is effective and makes sense.</i>
KS 1 Y2	Composition	Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully proof-reading to check for errors in spelling, grammar and punctuation [for example: ends of sentences punctuated correctly].	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>	<i>I carefully check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>
KS 1 Y2	Composition	Read aloud what they have written with appropriate intonation to make	<i>I can read aloud my work in a way which helps</i>	<i>I can read aloud my work confidently in a way which</i>

		the meaning clear. ↳ GD objective: Confidently read aloud what they have written with appropriate intonation to make the meaning clear.	<i>people understand it.</i>	<i>helps people understand it.</i>
KS 1 Y2	Vocabulary Grammar Punctuation			
KS 1 Y2	Vocabulary Grammar Punctuation	[EXS] [KEY] Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. ↳ GD objective: Use and apply grammatical terminology for Year 2 independently use punctuation correctly, including full stops, capital letters, exclamation marks, question marks.	<i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>	<i>I can independently use a range of punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 learning how to use commas for lists. ↳ GD objective: Use and apply grammatical terminology for Year 2 confidently and accurately using commas for lists within a short paragraph.	<i>I can use commas correctly when making a list of things.</i>	<i>I can use commas correctly when making a list of things and can use this in a short paragraph</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 learning how to use apostrophes for contracted forms and the possessive (singular). ↳ GD objective: Use and apply grammatical terminology for Year 2 accurately using apostrophes for contracted forms and the possessive (singular).	<i>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</i>	<i>I can accurately use an apostrophe in my writing to show where some letters are missing from a word or to say when something belongs to someone. For example: can't means cannot.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	[EXS] [KEY] Learn how to use sentences with different forms: statement, question, exclamation, command. ↳ GD objective: Can use and apply sentences with different forms: statement, question, exclamation, command.	<i>I am learning to write sentences which convey different meaning for different purposes.</i>	<i>I can confidently write sentences which convey different meaning for different purposes including questions and exclamations.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	[EXS] [KEY] Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. ↳ GD objective: Understand and use effective expanded noun phrases to describe and specify [for example: the light blue butterfly].	<i>I am able to write more interesting sentences by adding further detail.</i>	<i>I am able to write more interesting and effective sentences by adding further suitable detail.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	[EXS] [KEY] Learn how to use the present and past tenses correctly and consistently including the progressive form. ↳ GD objective: Independently uses the present and past tenses correctly and consistently including the progressive form within their writing.	<i>I try to write in the present or past tense when writing.</i>	<i>I correctly write in the present or past tense when writing.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	[EXS] [KEY] Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). ↳ GD objective: Understand and apply subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>	<i>I can independently use words such as when, if, that, because, or, and or but when I write sentences.</i>
KS 1 Y2	Vocabulary Grammar	Use grammatical terminology for Year 2 understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]	<i>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</i>	<i>I can independently add -ness and -er to the end of a word to make a range of new words and can create</i>

	Punctuation	↳ GD objective: Accurately apply grammatical terminology for Year 2 independently forming nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]	<i>different words together.</i>	<i>new words by joining two different words together.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less. ↳ GD objective: Use and apply grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less and use this in my work.	<i>I can add -ful and -less to words to make adjectives.</i>	<i>I can add -ful and -less to words to make adjectives and use them correctly to add detail in my writing.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. ↳ GD objective: Use and apply grammatical terminology for Year 2 understanding and applying the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs in a range of contexts.	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words and can use this independently in my writing.</i>
KS 1 Y2	Vocabulary Grammar Punctuation	Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing. ↳ GD objective: Consistently use the year 2 grammatical terminology in English Appendix 2 in discussing their writing.	<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>	<i>When I discuss my writing, I can consistently use the Year 2 grammar as set out in my Year 2 grammar list.</i>