



My Progress Goals Writing 2

Name: _____



	I can sometimes use apostrophes to show possession	I can identify and use a <i>comma</i> and an <i>apostrophe</i> .				
I can tell the difference between homophones and near homophones	I can use commas for lists.	I can identify and use a <i>suffix</i> .		I can use appropriate main features of a chosen genre (<i>diary, letter, information text, etc.</i>).	I can read through my writing to check it makes sense, including the use of verbs to indicate time.	I can read aloud what I have written with expression to make the meaning clear.
I can spell common homophones	I can use some subordination (<i>when, if, because</i>)	I can identify and use a <i>command</i> .		I can use some expanded noun phrases to describe and specify .	I can read through my writing to check it makes sense.	I can see the relationship of capital letters and digits to one another and to lower case letters.
I can use a dictionary correctly.	I can use co-ordination (<i>or, and, but</i>)	I can identify and use a <i>statement and a question</i> .		I can use creative and appropriate language for effect.	I can proof read for spelling, grammar and punctuation errors.	I am beginning to understand which letters, when next to one another, are best not to join.
I can add suffixes to spell some words (<i>-ment, -ness, -ful, -less, -ly</i>)	I can use the present and past tense correctly and consistently.	I can identify and use a <i>noun phrase</i> .		I can write for different purposes.	I can check and improve my writing with other pupils.	I am starting to use some of the diagonal and horizontal strokes needed to join letters.
I know that some phonemes have more than one grapheme and select the correct one for common words.	I can write sentences with different forms (<i>statement, question, exclamation, command</i>).	I can identify and use tense (<i>past and present</i>).	I can write simple sentences, dictated by the teacher, from memory, using punctuation taught so far.	I can write poetry.	I can check and improve my writing with the teacher.	I can write capital letters and digits of the correct size and orientation.
I can segment spoken words into phonemes and show these by graphemes, spelling many correctly	I can spell some words with contracted forms. (<i>can't, don't</i>)	I can identify and use a <i>verb</i> .	I can write simple sentences, dictated by the teacher, from memory, using common exception words.	I can write about real events.	I can encapsulate what I want to say, sentence by sentence.	I can form lower-case letters of the correct size relative to one another.
I can use my spellings in all areas of my writing.	I can use question marks and exclamation marks in some of my writing .	I can identify and use an <i>adjective</i> .	I can write simple sentences, dictated by the teacher, from memory, using GPCs.	I can write about something real that has happened to someone else.	I can record my ideas and key words, including new vocabulary.	I can use spacing between words that reflects the size of the letters.
I can spell many common exception words*	I can use capital letters and full stops in most of my writing .	I can identify and use a <i>noun</i> .	I can write simple sentences, dictated by the teacher, from memory.	I can write about something real that has happened to me.	I can plan my writing by saying out loud what I want to write.	I take pride in my work.
Spelling	Punctuation And Grammar	Terminology	Transcription	Writing for a purpose	Planning, drafting and editing	Handwriting, organisation and presentation



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Tritlington First School

