

Band 2 Writing Statements				
Spelling				
S1	I can break down spoken words into sounds and write them mostly correctly.			
S2	I can learn new spellings by using words I already know how to spell.			
S3	I can spell common exception words.			
S4	I can spell words which have been shortened.			
S5	I can spell words which use an apostrophe to show possession e.g. the girl's book.			
S6	I can spell words that sound the same but are spelt differently e.g. buy, bye, by.			
S7	I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words.			
S8	I can use simple spelling rules.			
S9	I can write the correct spellings and punctuation in simple sentences I hear my teacher say.			
Handwriting				
H1	I can write lower-case letters that are all the same size.			
H2	I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.			
H3	I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.			
H4	I can use spacing between words that fits with the size of the letters.			
Composition				
C1	I can write about things I have done and things that others have done.			
C2	I can write a long piece of text about a real event in one go.			
C3	I can write poetry.			
C4	I can write for different purposes, writing long and short pieces of work.			
C5	I can plan my writing by writing down my ideas or talking about them.			
C6	I can plan my writing by writing down ideas and/or key words and new vocabulary.			
C7	I can plan my writing by writing down my ideas or talking about them for each sentence.			
C8	I can change my writing and make corrections after I have spoken to a teacher or another child about it.			
C9	I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.			
C10	I can proof-read my work and check for spelling, punctuation and grammar errors.			
C11	I can read my work aloud with confidence using the tone of my voice to make the meaning clear.			
Vocabulary, Grammar & Punctuation				
VPG1	I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.			
VPG2	I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.			
VPG3	I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.			
VPG4	I can use these words in my writing: when, if, that, because, and, or, but.			
VPG5	I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.			
VPG6	I can tell if a sentence is a question, command, exclamation or a statement.			
VPG7	I can use the correct tense in my writing.			
VPG8	I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.			
VPG9	I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.			
VG10	I can use commas when I am writing a list.			
VG11	I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.			

