

## Term 4 – Writing instructions – Medium Term Plan

## Year 2

### Word Structure

<b>Step 8</b>	I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
<b>Step 7</b>	I can recognise homophones and near-homophones.
<b>Step 6</b>	I know how to spell words with contracted forms.
<b>Step 5</b>	I know how to spell common exception words.
<b>Step 4</b>	I can learn some words with different alternative spellings, including a few common homophones.
<b>Step 3</b>	I can learn additional alternative ways of spelling phonemes.
<b>Step 2</b>	I know how to spell many words correctly using segmenting.
<b>Step 1</b>	I can segment spoken words into phonemes and record these as graphemes.

### Consider what they are going to write before beginning

<b>Step 4</b>	I can orally rehearse structured sentences or sequences of sentences.
<b>Step 3</b>	I can write down or annotate my plan with key language and vocabulary.
<b>Step 2</b>	I can plan the content of writing and write down ideas.
<b>Step 1</b>	I can discuss ideas for the content of writing.

### Sentence Structure

<b>Step 5</b>	I understand and can begin to use some features of written Standard English.
<b>Step 4</b>	I can use subordination (when, if, that, because) and co-ordination (or, and, but).
<b>Step 3</b>	I can use present and past tenses correctly and consistently including the progressive form.
<b>Step 2</b>	I can use expanded noun phrases to describe and specify, e.g. the blue butterfly.
<b>Step 1</b>	I can use different forms: statement, question, exclamation, command.

### Handwriting

<b>Step 5</b>	I can use spacing between words that reflects the size of the letters.
<b>Step 4</b>	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
<b>Step 3</b>	I understand which letters, when adjacent to one another, are best left unjoined.
<b>Step 2</b>	I can begin to use some of the diagonal and horizontal strokes needed to join letters.
<b>Step 1</b>	I can form lower-case letters of the correct size relative to one another.

### Punctuation

<b>Step 5</b>	I can punctuate sentences using apostrophes to mark singular possession.
<b>Step 4</b>	I can punctuate sentences using apostrophes to mark contractions.
<b>Step 3</b>	I can punctuate sentences using commas for lists.
<b>Step 2</b>	I can use full stops, capital letters, exclamation and question marks accurately to demarcate sentences.
<b>Step 1</b>	I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

### Make simple additions, revisions and corrections

<b>Step 6</b>	I can proof-read to check for errors in spelling, grammar and punctuation.
<b>Step 5</b>	I can re-read to check that verbs indicating time are used correctly and consistently, including verbs in the continuous form.
<b>Step 4</b>	I can re-read to check that writing makes sense.
<b>Step 3</b>	I can make improvements to writing after evaluation.
<b>Step 2</b>	I can evaluate writing with peers.
<b>Step 1</b>	I can evaluate writing with my teacher.