

LITERACY HOUR – TARGET STATEMENTS - RECORD SHEET.

YEAR 2.

As for Year 1 plus..

	Group.	NAME.																					
			Date of birth.																				
	Reading age.	/ = .	/ = .																				
	Spelling age.	/ = .	/ = .																				
W O R D	PHONICS and SPELLING	Spell two-syllable words e.g. sometimes, including some words with prefixes and suffixes.																					
		Spell the ends of regular past tense verbs with <i>ed</i> .																					
		Spell all the words in Y1/Y2 list in Appendix List 1 in the NLS Framework.																					
	HANDWRITING	Use the four basic handwriting joins with confidence in independent writing.																					
S E N T E N C E	STYLE: Language effects	Consider and select from alternative word choices.																					
		Give detail to engage reader.																					
	STYLE: Sentence construction	Write simple sentences(using some prepositions).																					
		Begin to use conjunctions to write compound sentences.																					
		Use sentences from texts as models for writing.																					
	PUNCTUATION	Punctuate some sentences in the course of writing , using full-stops, capital letters ,and question marks,																					
		Begin to use commas in lists.																					
T E X T	PURPOSE AND ORGANISATION	Write a recount or narrative in sentences using connectives that signal time, e.g. then, after, before, meanwhile.																					
		Begin to show some consistency in use of 1 st . or 3 rd . person and tense.																					
		Apply knowledge of story elements such as settings, dialogue, characterisation, story language and structures, so that own writing begins to 'sound like a story' with some consistency of genre and tense. Give sufficient detail to engage reader's interest.																					
		Begin to show some characteristics of chosen form e.g. write non-chronological reports, based on structure of known texts, incorporating appropriate language to sequence and categorise ideas.																					
	PROCESS	Write initial jottings, notes and ideas before writing.																					
		Rehearse sentences, and adapt and re-read during writing to identify where improvements might be made and to spot errors.																					