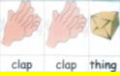











| St John's Writing Ladder | | Name: | Year: 2 |
|--|--|---|---|
| Spelling | Organisation | Purpose | Vocabulary |
| 6. I can spell 10 words with contractions . e.g. it's, can't, won't | 4. I can use an appropriate opening and ending. Once upon a time... | 3. I can choose the style needed for different types of writing. | 3. I can use interesting adjectives to describe people, objects and setting.  clap clap thing |
| 7. I can spell most of the common exception words. e.g. there, here, said, could | 5. My organisation reflects the purpose of my writing. e.g. A newspaper report has a headline , an introduction and then a chronological recount of events | 4. I can use appropriate language across different types of writing. e.g. story language, non-fiction | 4. I can use interesting adverbs to describe actions.  He ran <u>quickly</u> up the stairs. |
| 8. I can spell the first 11 sets of homophones/near homophones. e.g. there/their/they're | | 5. I know who my writing is for (their intended audience) | 5. I can use similes.  It was as yellow as the sun. |
| 9. I can add suffixes to spell longer words. e.g. -ment, -ful, -less, -ly | 6. I can use connectives that signal time. e.g. then, after, before  | Grammar | Handwriting |
| | 7. I can use simple conjunctions. e.g. because, but, so, when, if, that, or  | 4. I can use full stops, capital letters, exclamation marks, question marks and commas for lists.  | 4. I can form lower-case letters that are all the same size.  |
| Comments: | | 5. I can use the present and past tenses correctly. Today I <u>play</u> . Yesterday I <u>played</u> . | 5. I understand which letters need to be joined in my writing.  |
| | | 6. I can use the possessive apostrophe for a singular person. <u>The girl's book.</u> | 6. I can write capital and lower case letters correctly.  |
| | | | 7. I can use spacing between words.  |