

## YEAR-STAGE 2 WRITING SUMMARY OF OBJECTIVES

|                                       |                                                                             |
|---------------------------------------|-----------------------------------------------------------------------------|
| <b>Composition and Text Structure</b> | Write for different purposes                                                |
|                                       | Read aloud what they have written using appropriate intonation              |
|                                       | Use noun phrases                                                            |
|                                       | Use different sentence forms - statement, question, exclamation, command    |
|                                       | Use present and past tenses correctly                                       |
|                                       | Use subordination (when, if, that, because) and coordination (or, and, but) |
| <b>Grammar and Punctuation</b>        | Use appropriate punctuation correctly                                       |
|                                       | Use commas for lists                                                        |
| <b>Handwriting</b>                    | Form lower case letters of the correct size and relative to one another     |
|                                       | Write capital letters of an appropriate size                                |
| <b>Spelling</b>                       | Segment spoken words into phonemes and represent using graphemes            |
|                                       | Know spellings which use variations of standard phonemes                    |
|                                       | Use the possessive apostrophe                                               |
|                                       | Spell words with contracted form                                            |
|                                       | Use suffixes to spell longer words: -ment, -ness, -ful, -less, -ly          |