

Year 2 Lea Writing Ladders

Vocabulary and Grammar

1. I recognise and use the following:
 - statements
 - question
 - exclamation
 - command
2. I can use some expanded noun phrases
3. I can use the present and past tense mostly correct and consistent
4. I can use the progressive form eg: *I am walking*
5. I can use the co-ordinating conjunctions *and, but, or,*
6. I can use some subordinating conjunctions eg: *when, if, that, because*
7. I am familiar with the terms:
 - Noun
 - Noun phrase
 - Compound word
 - Adjective
 - Verb
 - Suffix
 - Adverb
 - Past tense
 - Present tense
 - Apostrophe
 - Comma
8. I can demarcate some sentences with capital letters and full stops
9. I can demarcate most sentences in my writing with capital letters, full stops and question marks correctly when required

I use capital letters for:

10. names of people,
11. places,
12. days of the week
13. the personal pronoun 'I'.
14. I correctly use some question marks most of the time
15. I use some exclamation marks most of the time
16. I can use commas to separate items in a list
17. I can use apostrophes to show where letters are missing
18. I can use apostrophes to mark singular possession in nouns.
19. I can use the punctuation taught at KS1 mostly correctly

Handwriting

20. I can form lower-case letters in the correct direction, starting and finishing in the right place
21. I can form lower-case letters of the correct size relative to one another in some of my writing
22. I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
23. I can use spacing between words that reflects the size of the letters.

Year 2 Lea Writing Ladders

Handwriting ctd

24. I use the diagonal and horizontal strokes needed to join some letters
 25. I show that I know which letters are best left unjoined
 26. I use spacing between words that reflects the size of the letters
- ### Composition, Text Structure and Organisation
1. I can plan for writing using ideas, key words and new vocabulary
 2. I can rehearse verbally what I am going to write
 3. I can write for different purposes
 4. I can write sentences that are sequenced to form a short narrative
 5. I can write simple, coherent narratives about real and fictional experiences
 6. I can write about real events
 7. I can write effectively and coherently for different purposes, drawing on my reading to inform my vocabulary and grammar.
 8. I can experiment with writing poetry
 9. I can reread my writing for sense.
 10. I can reread my work and make sure that verbs to indicate time are used correctly and consistently
 11. I am beginning to independently make corrections to my work
 12. I can evaluate my writing with my teacher and my peers
 13. I can make simple additions, revisions and proof-reading corrections to my writing
- ### Spelling
14. I can segment spoken words into phonemes mainly correctly
 15. I can record phonemes as graphemes spelling some words correctly and making phonically plausible attempts at others
 16. I can spell some common exception words
 17. I can segment spoken words into phonemes and represent these by graphemes, spelling many of the words correctly and making phonically plausible attempts at others.
 18. I can spell many common exception words
 19. I can spell most common exception words (see list on reverse of ladder)
 20. I can spell some words with contracted forms eg *isn't*
 21. I can spell some words with the apostrophe for the possessive singular eg *Bob's book*
 22. I know the difference in the meanings between homophones and near homophones
 23. I am beginning to use the above in my independent writing
 24. I can add the following suffixes to spell most words in my writing eg:
 - -ment
 - -ly
 - -ful
 - -ness
 - -less

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

twinkl