

## Tracker Statements – Writing Band 2

### **Band 2 Statements for Spelling**

1. I can break down spoken words into their sounds and write them mostly correctly
2. I can learn new spellings by using words I already know how to spell
3. I can spell common exception words
4. I can spell words which have been shortened
5. I can spell words which use an apostrophe to show possession eg the girl's book
6. I can spell words that sound the same but are spelt differently eg buy bye by
7. I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words
8. I can use simple spelling rules
9. I can write the correct spellings and punctuation in simple sentences I hear my teacher say

### **Band 2 Statements for Handwriting**

10. I can write lower-case letters that are all the same size
11. I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined
12. I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters
13. I can use spacing between words that fits with the size of the letters

### **Band 2 Statements for Composition**

14. I can write about things I have done and things that others have done
15. I can write a long piece of text about a real event in one go
16. I can write poetry
17. I can write for different purposes, writing long and short pieces of work
18. I can plan my writing by writing down my ideas or talking about them
19. I can plan my writing by writing down ideas and/or key words and new vocabulary
20. I can plan my writing by writing down my ideas or talking about them for each sentence
21. I can change my writing and make corrections after I have spoken to a teacher or another child about it
22. I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time

23. I can proof read my work and check for spelling, punctuation and grammar errors

24. I can read my work aloud with confidence using the tone of my voice to make the meaning clear

25. I can plan my writing by writing down my ideas or talking about them for each sentence

### **Band 2 Statements for Vocabulary, Grammar and Punctuation**

26. I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together eg whiteboard, superman

27. I can make new words by adding -ful, -less to the end of a word eg helpful, helpless

28. I can add these letter groups to the end of words: -er, -est, -ly eg smoother, smoothest, smoothly

29. I can use these words in my writing: when, if, that, because, or, but

30. I can use description in my writing eg the blue butterfly, plain flour, the man in the moon

31. I can tell if a sentence is a question, command, exclamation or a statement

32. I can use the correct tense in my writing

33. I can use the correct verb form to indicate actions in progress in the present time or in the in past eg she is drumming, he was shouting

34. I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end

35. I can use commas when I am writing a list

36. I can use apostrophes. I can use them to show where letters are missing and to show possession eg the girl's hat

37. I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma