





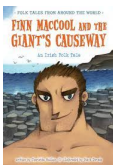



Year 2 Writing Progression

Year 2							
Grammatical Terminology to teach							
noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma							
Autumn 1							
Supporting text/s:     Spelling overview	Spelling: <ul style="list-style-type: none"> • know vowels and consonants • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known • spelling high-frequency words mostly 	Grammar: <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, or because) and coordination (using or, and, or but) 	Punctuation: <ul style="list-style-type: none"> • consistently use fullstops, capital letters correctly 	Oracy:	Composition: <p>Planning:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • <p>Drafting:</p> <ul style="list-style-type: none"> • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Editing:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher 	Transcription: <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters 	Writing outcomes: <ul style="list-style-type: none"> • Recount - telling of a historical story • Diary entry • Non-chron. report about a historical event • Poetry - nature inspired


Year 2 Writing Progression

	correctly						
	<ul style="list-style-type: none"> • apply spelling rules and guidelines from Appendix 1, as set out in the Home Learning overview 						
Autumn 2							
  	<p>Spelling:</p> <ul style="list-style-type: none"> • know the difference between vowels and consonants • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, or because) and coordination (using or, and, or but) • suffixes to form new words (-ful, -er, -ness) 	<ul style="list-style-type: none"> • consistently use full stops, capital letters correctly 	Oracy:	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about <p>Drafting:</p> <ul style="list-style-type: none"> • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Editing:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher 	<p>Transcription:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Information text - labels, lists and captions • Character description - • villain Folk tale - write the ending

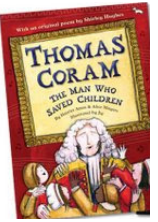

Year 2 Writing Progression

	<p>learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> • spelling high-frequency words mostly correctly • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1, as set out in the Home Learning overview 	<ul style="list-style-type: none"> • sentence demarcation 			<ul style="list-style-type: none"> • rereading to check that their writing makes sense 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	
Spring 1							
	<p>Spelling:</p> <ul style="list-style-type: none"> • know the difference between vowels and consonants 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> • consistently use fullstops, capital letters correctly • correctly using 	<p>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write 	<p>Transcription:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Persuasive letter - formal • Recount -

Year 2 Writing Progression

	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • spelling high-frequency words correctly • learning to spell common exception words • add suffixes to spell longer words, 	<ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) • some features of written Standard English • expanded noun phrases to describe and specify • suffixes to form new words (-ful, -er, -ness) • sentence demarcation 	<p>exclamation marks and question marks</p>		<p>about •</p> <p>Drafting:</p> <ul style="list-style-type: none"> • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Editing:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense • proofreading to check for errors in spelling, grammar and punctuation, using the Brecknock Marking code • read aloud what they have written with 	<p>another</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters • write from memory simple sentences dictated by the teacher that 	<p>personal story</p> <ul style="list-style-type: none"> • Poetry - similes
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Year 2 Writing Progression

	<p>including -ment, -ness, -ful, -less, -ly</p> <ul style="list-style-type: none"> • apply spelling rules and guidelines from Appendix 1, as set out in the Home Learning overview 				<p>appropriate intonation to make the meaning clear</p>	<p>include words using the GPCs, common exception words and punctuation taught so far</p>	
Spring 2							
 	<p>Spelling:</p> <ul style="list-style-type: none"> • know the difference between vowels and consonants • segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly • learning new ways of spelling phonemes for which 1 or 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • begin to use a and an correctly before nouns • the present and past tenses correctly and consistently including the progressive form • subordination (using when, or because) and 	<ul style="list-style-type: none"> • consistently use fullstops, capital letters correctly • using familiar and learning how to use new punctuation correctly - commas for lists 	<p>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • <p>Drafting:</p> <ul style="list-style-type: none"> • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Editing:</p> <ul style="list-style-type: none"> • evaluating their writing 	<p>Transcription:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Fact file • Speech • WBD narrative

Year 2 Writing Progression

	<p>more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> • spelling high-frequency words correctly • learning to spell common exception words • distinguishing between homophones and near-homophones • learning the possessive apostrophe (singular) • learning to spell words with contracted forms • apply spelling rules and 	<p>coordination (using or, and, or but)</p> <ul style="list-style-type: none"> • some features of written Standard English • commas in lists • apostrophes for omission & singular possession 			<p>with the teacher and other pupils</p> <ul style="list-style-type: none"> • rereading to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation, using the Brecknock Marking code • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	
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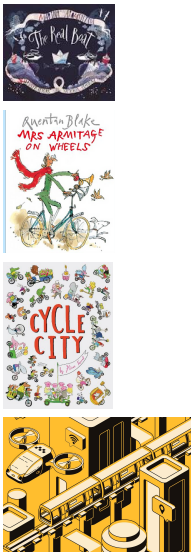
Year 2 Writing Progression

	guidelines from Appendix 1, as set out in the Home Learning overview						
Summer 1							
	<p>Spelling:</p> <ul style="list-style-type: none"> • know the difference between vowels and consonants • segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • expanded noun phrases to describe and specify • begin to use a 	<ul style="list-style-type: none"> • consistently use full stops, capital letters correctly • using familiar and learning how to use new punctuation correctly - commas for lists 	Oracy:	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about <p>Drafting:</p> <ul style="list-style-type: none"> • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Editing:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that 	<p>Transcription:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Biography • Letter • Traditional tale • Poetry - assonance

Year 2 Writing Progression

	<p>including a few common homophones</p> <ul style="list-style-type: none"> • learning to spell common exception words •distinguishing between homophones and near-homophones • learning the possessive apostrophe (singular) • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1, as set out in the Home Learning overview 	<p>and an correctly before nouns</p> <ul style="list-style-type: none"> • suffixes to form new words (-ful, -er,-ness) • sentence demarcation • commas in lists 			<p>verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> • proofreading to check for errors in spelling, grammar and punctuation, using the Brecknock Marking code • read aloud what they have written with appropriate intonation to make the meaning clear 	<p>one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	
Summer 2							

Year 2 Writing Progression

	<p>Spelling:</p> <ul style="list-style-type: none"> • know the difference between vowels and consonants • segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • expanded noun phrases to describe and specify • commas in lists • apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • consistently use full stops, capital letters correctly • use a and an correctly before nouns • using familiar and learning how to use new punctuation correctly - commas for lists and apostrophes for contracted forms and the possessive (singular) 	<p>Oracy:</p>	<p>Planning:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about <p>Drafting:</p> <ul style="list-style-type: none"> • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Editing:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Setting description • Humorous story
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Year 2 Writing Progression

	<ul style="list-style-type: none"> •distinguishing between homophones and near-homophones • learning to spell more words with contracted forms • apply spelling rules and guidelines from Appendix 1, as set out in the Home Learning overview 				<p>to check for errors in spelling, grammar and punctuation, using the Brecknock Marking code</p> <ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	
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