

## Progression in Writing – Year 2

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<b>Grammar and Punctuation</b>  <b>Children in KS1 use The Sentence Toolkit to support GPS</b>  <i>noun</i> <i>verb</i> <i>adjective</i> <i>adverb</i> <i>commas</i> <i>punctuation</i> <i>conjunction</i> <i>noun phrases</i> <i>commands</i> <i>questions</i> <i>statements</i> <i>present/past tense</i>	<ul style="list-style-type: none"> <li>➤ Write sentences which are usually grammatically accurate, sequenced to form short narratives</li> <li>➤ Combine words to form single clause sentences</li> <li>➤ Co-ordinate some sentences using and, or, but</li> <li>➤ Use capital letters for some proper nouns and the personal pronoun 'I'</li> <li>➤ Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists</li> <li>➤ Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail</li> <li>➤ Begin to identify some of the following word classes: noun, adjective, verb and adverb.</li> <li>➤ Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing</li> <li>➤ Sometimes use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements</li> <li>➤ Co-ordinate sentences using and, or, but. Sometimes use subordination e.g. when, if, because</li> <li>➤ Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists</li> <li>➤ Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases, adverbs and verbs</li> <li>➤ Identify word classes: noun, adjective, verb and adverb</li> <li>➤ Choose the past or present tense appropriately.</li> <li>➤ Explore a range of regular and irregular past tense verbs</li> <li>➤ Experiment with the progressive form e.g. she was swimming.</li> <li>➤ Use appropriate features of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements</li> <li>➤ Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because)</li> <li>➤ Punctuate sentences accurately, including capital letters, full stops, question marks and exclamation marks &amp; commas in lists</li> <li>➤ Consistently use varied vocabulary to create detail and interest</li> <li>➤ Identify four word classes and select appropriate usage of word</li> <li>➤ Choose the past or present tense appropriately, including the progressive form</li> <li>➤ Consistently use appropriate features of Standard English</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>➤ Write from memory, simple dictated sentences which include familiar words and GPCs</li> <li>➤ By the end of Year 2, children will have learnt new ways of spelling phonemes for which one or more spellings are already known, the common exception words taught &amp; spell more words in the contracted form</li> </ul>		

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<p><b>Spelling Shed Scheme Level 2</b></p>	<ul style="list-style-type: none"> <li>➤ The /j/ sound spelled –dge at the end of words</li> <li>➤ The /j/ sound spelled –geat the end of words.</li> <li>➤ The /j/ sound spelled with a g. 4. The /s/ sound spelled c before e, i and y.</li> <li>➤ The /n/ sound spelled knand gnat the beginning of words.</li> <li>➤ The /r/ sound spelled 'wr' at the beginning of words.</li> <li>➤ The /l/ or /ul/ sound spelled '-le' at the end of words</li> <li>➤ The /l/ or /ul/ sound spelled '-el' at the end of words.</li> <li>➤ The /l/ or /ul/ sound spelled '-al' at the end of words</li> <li>➤ Words ending in '-il.'</li> <li>➤ Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>➤ The long vowel 'i' spelled with a y at the end of words</li> <li>➤ Adding '-es' to nouns and verbs ending in 'y.'</li> <li>➤ Adding '-ed' to words ending in y. The y is changed to an i</li> <li>➤ Adding '-er' to words ending in y. The y is changed to an i</li> <li>➤ Adding 'ing' to words ending in 'e' with a consonant before it.</li> <li>➤ Adding 'er' to words ending in 'e' with a consonant before it</li> <li>➤ Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>➤ Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>➤ The 'or' sound spelled 'a' &amp; the short vowel sound 'o.'</li> <li>➤ Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>➤ The /ee/ sound spelled '-ey'</li> <li>➤ Words with the spelling 'a' after w and qu.</li> <li>➤ The /er/ and /or/ sound spelled with or or ar.</li> <li>➤ The /z/ sound spelled s</li> <li>➤ The suffixes '-ment', '-ness', '-ful' and '-less'</li> <li>➤ Homophones or near homophones.</li> <li>➤ Words ending in '-tion.'</li> <li>➤ Contractions –the apostrophe shows where a letter or letters would be if the words were written in full.</li> <li>➤ The possessive apostrophe (singular) Challenge Words</li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>➤ Children should have an established pencil grip and comfortable seating position</li> <li>➤ Writing is mostly legible</li> <li>➤ Letters and digits are mostly formed and orientated accurately, with some consistency in size</li> <li>➤ Spacing is usually appropriate to the size of letters</li> <li>➤ Some letters are joined correctly, using cursive script</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writing is legible</li> <li>➤ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another</li> <li>➤ Spacing is appropriate to the size of letters</li> <li>➤ An increasing number of letters are joined correctly, using cursive script</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writing is neat and legible</li> <li>➤ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another</li> <li>➤ Spacing is appropriate to the size of letters. Appropriate letters are joined consistently, according to the school's handwriting approach</li> </ul>

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<b>Planning, Writing &amp; Editing</b>	<ul style="list-style-type: none"> <li>➤ Compose sentences orally.</li> <li>➤ Use the drafting process to gather and write down ideas and key words</li> <li>➤ Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form</li> <li>➤ Write about real events, sometimes maintaining form</li> <li>➤ With support, write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative</li> <li>➤ Re-read and check own writing</li> <li>➤ With support, proofread for errors</li> <li>➤ Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compose sentences orally</li> <li>➤ Use the drafting process to gather and write down ideas and key words</li> <li>➤ Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form</li> <li>➤ Write about real events, sometimes maintaining form</li> <li>➤ Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative</li> <li>➤ Re-read and check own writing</li> <li>➤ Start to proofread for errors independently using a check list</li> <li>➤ Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and identify where full stop should go</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compose sentences orally</li> <li>➤ Use the drafting process to gather and write down ideas and key words, drawn from wide reading</li> <li>➤ Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined</li> <li>➤ Write about real events, independently maintaining form and purpose</li> <li>➤ Confidently and independently write poems which are effective, in a variety of forms</li> <li>➤ Re-read writing and make revisions and additions independently, often without prompting.</li> </ul>
<b>Awareness of audience/ purpose and structure</b>	<ul style="list-style-type: none"> <li>➤ To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</li> <li>➤ To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences</li> <li>➤ To read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>		