

Writing Progression | Year 2

Writing Composition	Writing Transcription and Vocabulary, Grammar and Punctuation	Text Types and Context		
<p>(Key performance indicators in bold)</p> <p>Planning</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">planning or saying out loud what they are going to write aboutwriting down ideas/key words, including new vocabulary <p>Drafting</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">encapsulating what they want to say, sentence by sentence. <p>Range and devices</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">writing narratives about personal experiences and those of others,writing about real events,writing poetry,writing for different purposes <p>Edit and proof-read</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formProof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Evaluate own writing</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">evaluating their writing with the teacher and other pupils <p>Oral presentation of writing</p> <ul style="list-style-type: none">Read aloud what they have written with appropriate intonation to make the meaning clear	<p>Vocabulary, grammar and punctuation Text</p> <ul style="list-style-type: none">Correct choice and consistent use of present tense and past tense throughout writingUse of the progressive form of verbs in the present and past tense to mark actions in progress (eg she is drumming, he was shouting) <p>Sentence Construction</p> <p>Learn how to use:</p> <ul style="list-style-type: none">sentences with different forms: statement, question, exclamation, commandexpanded noun phrases to describe and specify, e.g. the blue butterflythe present and past tenses correctly and consistently including the progressive formsubordination (using when, if, that, or because) and co-ordination (using or, and, or but)the grammar for Year 2 in English Appendix <p>Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Standard English</p> <ul style="list-style-type: none">Learn how to use some features of written Standard English <p>Terminology</p> <ul style="list-style-type: none">Use and understand the grammatical terminology in English Appendix 2 in discussing their writingThe terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma <p>Writing Transcription</p> <p>Spell by:</p> <ul style="list-style-type: none">segmenting spoken words into phonemes and representing these by graphemes, spelling many correctlylearning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophoneslearning to spell common exception wordslearning to spell more words with contracted formslearning the possessive apostrophe (singular) [for example, the girl’s book]distinguishing between homophones and near-homophonesadd suffixes to spell longer words, including –ment, –ness, –ful, –less, –lyapply spelling rules and guidance, as listed in English Appendix 1write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.Pupils should be taught to:form lower-case letters of the correct size relative to one anotherstart using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedwrite capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersuse spacing between words that reflects the size of the letters.	<p>Autumn</p> <ul style="list-style-type: none">Narrative: write own version of Traditional Tale – The Gingerbread Man, The Crow’s TaleRecount: Diary (in role) – Great Fire of LondonExplanation: Great Fire of London	<p>Spring</p> <ul style="list-style-type: none">Narrative: descriptive writingRecount: biography –Grace DarlingReport: HibernationExplanation: How do we keep healthyPoetry: If I were in charge (free verse)	<p>Summer</p> <ul style="list-style-type: none">Narrative: character who can flyRecount: Letter of congratulations to the Wright Brothers, visit to Fpxburrow FarmInstructions: How to grow a plantExplanation: invent own flying machine and write about how it works.
		<p>Possible writing stimulus</p> <ul style="list-style-type: none">Stories with familiar settingsTraditional Tale – fairy talesLiteracy Shed: ‘Pudding Lane’ Toby and The Great Fire Of London (Margret Nash & Jane Cope)The Great Fire of London (Liz Gogerly)https://www.booksfortopics.com/fire-of-london	<p>Possible writing stimulus</p> <ul style="list-style-type: none">Stories with recurring languageBiography	<p>Possible writing stimulus</p> <ul style="list-style-type: none">The Fantastic Flying Books of Mr Morris Lessmore (William Joyce)Ten Seeds (Ruth Brown)Eddie’s Garden and How to Make Things Grow (Sarah Garland) <p>Other books from https://www.booksfortopics.com/growing-ks1</p>
		Spelling		
		<p>Year 2 Statutory Requirements:</p> <ul style="list-style-type: none">Spell by:<ul style="list-style-type: none">segmenting spoken words into phonemes and representing these by graphemes, spelling many correctlylearning 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 homophoneslearning to spell common exception wordslearning to spell more words with contracted formslearning the possessive apostrophe (singular)distinguishing between homophones and near-homophonesadd suffixes to spell longer words, including –ment, –ness, –ful, –less, –lyapply spelling rules and guidelines, as listed in English Appendix 1write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		
		<p>Spelling Shed Units</p> <p>1. The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.</p> <p>2. The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’</p> <p>3. The /j/ sound spelled with a g.</p> <p>4. The /s/ sound spelled c before e, i and y.</p> <p>5. The /n/ sound spelled kn and gn at the beginning of words.</p> <p>6. Challenge Words</p> <p>7. The /r/ sound spelled ‘wr’ at the beginning of words.</p> <p>8. The /l/ or /ul/ sound spelled ‘-le’ at the end of words.</p> <p>9. The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.</p> <p>10. The /l/ or /ul/ sound spelled ‘-al’ at the end of words.</p> <p>11. Words ending in ‘-il.’</p> <p>12. Challenge Words</p>	<p>Spelling Shed Units</p> <p>13. The long vowel ‘i’ spelled with a y at the end of words.</p> <p>14. Adding ‘-es’ to nouns and verbs ending in ‘y.’</p> <p>15. Adding ‘-ed’ to words ending in y. The y is changed to an i.</p> <p>16. Adding ‘-er’ to words ending in y. The y is changed to an i.</p> <p>17. Adding ‘ing’ to words ending in ‘e’ with a consonant before it.</p> <p>18. Challenge Words</p> <p>19. Adding ‘er’ to words ending in ‘e’ with a consonant before it.</p> <p>20. Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound.</p> <p>21. Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound.</p> <p>22. The ‘or’ sound spelled ‘a’ before ll and ll</p> <p>23. The short vowel sound ‘o.’</p> <p>24. Challenge Words</p>	<p>Spelling Shed Units</p> <p>25. The /ee/ sound spelled ‘–ey’</p> <p>26. Words with the spelling ‘a’ after w and qu.</p> <p>27. The /er/ and /or/ sound spelled with or or ar.</p> <p>28. The /z/ sound spelled s.</p> <p>29. The suffixes ‘-ment’ and ‘-ness’</p> <p>30. The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words.</p> <p>31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings</p> <p>32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>33. Words ending in ‘-tion.’</p> <p>34. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.</p> <p>35. The possessive apostrophe (singular)</p> <p>36. Challenge Words</p>
		<p>Learning Spellings</p> <ul style="list-style-type: none">Learn words taught in new knowledge this term.Learn words from Y1/2 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching.Learn words from personal list (if applicable).Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y1/2 word list groups.		