



Writing Progression Year 2

| Autumn | Spring | Summer |
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| <p>'Front Loaded' Objectives: <i>Cohort specific and to be determined by Class Teacher</i> -Form lower-case letter of the correct size/proportion. -Use the correct spacing between words. -Write capital letter of the right size, orientation and proportion. -Write from memory simple sentences dictated by the teacher. -Plan/say aloud what they are going to write, sentence by sentence.</p> | <p>'Front Loaded' Objectives: <i>Cohort specific and to be determined by Class Teacher</i> -Start using diagonal/horizontal strokes to join and know which are best left un-joined. -Evaluate own writing with teacher/other pupils. -Proof read for errors in spelling, grammar and punctuation.</p> | <p>'Front Loaded' Objectives: <i>Cohort specific and to be determined by Class Teacher</i></p> |
| <p>Specific Genres to be taught are in red. Additional genres can be taught if appropriate – linked to reading spine/in-the-moment events.</p> <ul style="list-style-type: none"> • Letters, Non-Chronological Report, Instruction/Recipe, Poetry, Characterisation, Describing a Setting, Stories from Different Cultures, Traditional Tales, Diary, Review | | |

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| <p><u>Writing Transcription</u> Spelling is mostly correct, including many common exception words. Evidence that pupil is segmenting to spell. Evidence that pupil is segmenting to spell, some vowel sounds missing; enjed, wating. Learn alternative spelling phonemes.</p> <p><u>Writing Composition</u> Shows stamina for writing by creating a narrative. Encapsulates what wants to say, sentence by sentence. Verbs used indicate time correctly and consistently with past and present tenses accurately used within the same sentence. Shows stamina for writing by creating a recount about a personal experience. Verbs used indicate time correctly and consistently, including past progressive. Shows stamina for writing by creating a character description.</p> | <p><u>Writing Transcription</u> Spelling is mostly correct, including many common exception words. Evidence that pupil is segmenting to spell.</p> <p><u>Writing Composition</u> Stamina for writing by creating a newspaper report about an imagined event. Encapsulates what wants to say, sentence by sentence. Verbs used to indicate time correctly and consistently. Shows stamina for writing by creating a fictional narrative. Shows stamina for writing by creating a fictional diary entry. Verbs used indicate time correctly and consistently, including past progressive.</p> | <p><u>Writing Transcription</u> Spelling is mostly correct, including many common exception words. Evidence that pupil is segmenting to spell. -Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs.</p> <p><u>Writing Composition</u> Stamina for writing by creating a fictional letter that uses letter language. Encapsulates what wants to say, sentence by sentence. Verbs used indicate time correctly and consistently. Stamina for writing by creating a recount of a personal experience. Stamina for writing by creating a fictional narrative.</p> |
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| <p><u>Writing Grammar and Punctuation</u> Expanded Noun Phrases. Attempt to use coordinating conjunction 'so'.. Use of adjectives. Sentences with more than one clause, e.g who nested there Most sentences punctuated correctly. Character names not consistently capitalized. Most sentences correctly demarcated with capital letters and full stops. Adverbs used to start sentences; e.g. Next, Soon. Some adjectives for description; e.g interesting, amazing. Capital letters for proper nouns. Range of tenses, including past progressive. Range of conjunctions used accurately, e.g and, because, but Attempt to use capital letters for proper nouns. Attempt to use contraction 'can't'. Some adjectives to create expanded noun phrases. Commas in a list. Subordinating conjunctions. Apostrophe for omission used correctly.</p> | <p>Shows stamina for writing by creating a description. Shows stamina for writing by creating a fictional narrative that's uses traditional story language.</p> <p><u>Writing Grammar and Punctuation</u> All sentences correctly demarcated. Commas used in a list accurately used. Subordinating and coordinating conjunctions; e.g and, when. Adjectives used to create expanded noun phrases. Adverbs to start sentences. Exclamation mark used to demarcate an exclamatory statement. Range of subordinating and coordinating conjunctions; e.g and, when, but. Commas used in a list correctly. Range of conjunctions; e.g but, because. Apostrophes for omission; e.g I've, won't, it's, he's, I'm, doesn't. Apostrophes for omission/possession. Adverbs used correctly. Adverbials used to start sentences. Write sentences with more than one clause. Attempt to use question and exclamation marks.</p> | <p><u>Writing Grammar and Punctuation</u> Most sentences correctly demarcated. Some inconsistencies where pupil has used sentences with more than one clause. Adjectives used to create expanded noun phrases. Statements, questions and commands used. Coordinating and subordinating conjunctions used; e.g when suddenly, and, but, because. Comas used in a list correctly. Most sentences correctly demarcated, including capital letters for proper nouns. Adverbs used to start sentences. The conjunction 'and'. Adjectives used to create expanded noun phrases. Range of sentences used- statements, exclamations and questions. Adverbials used to start sentences. Apostrophes for omission. Uses similes correctly. Experiments with tenses, with some inconsistencies.</p> |
| <p><u>Working Towards</u> The pupil can, after discussion with the teacher:</p> | <p><u>Expected</u> The pupil can, after discussion with the teacher:</p> | <p><u>Greater Depth</u> The pupil can, after discussion with the teacher:</p> |

- Write sentences that are sequenced to form a short narrative (real or fictional).
- Demarcate some sentences with capital letters and full stops.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.
- Spell some common exception words.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing.
- Use spacing between words.

- Write simple, coherent narratives about personal experiences and those of others (real or fictional).
- Write about real events, recording these simply and clearly.
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell many common exception words.
- Form 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 effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Use the punctuation taught at Key Stage 1 mostly correctly.
- Spell most common exception words.
- Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly).
- Use the diagonal and horizontal strokes needed to join some letters.

