



## PROGRESSION IN WRITING – YEAR 2



	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>- Write sentences which are usually grammatically accurate, sequenced to form short narratives; 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.</li> <li>- 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. 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; 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>- Spell accurately most words containing previously taught phonemes.</li> <li>- Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change.</li> <li>- Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs.</li> <li>- Spell some common homophones e.g. to, two; hear, here; blue, blew.</li> <li>- Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat.</li> </ul>	<ul style="list-style-type: none"> <li>- Write from memory, simple dictated sentences which include familiar words and GPCs.</li> <li>- Spell common decodable two and three syllable words which include familiar graphemes.</li> <li>- Accurately spell words with suffixes– ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.</li> <li>- Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.</li> <li>- Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.</li> <li>- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</li> </ul>	<ul style="list-style-type: none"> <li>- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.</li> <li>- Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions.</li> <li>- Attempt to spell more ambitious vocabulary.</li> <li>- Spell all common exception words in the YR 2 spelling appendix accurately.</li> <li>- Spell all common homophones in the YR 2 spelling appendix.</li> <li>- Spell a wide range of common contractions accurately e.g. it's, can't, didn't; or to mark singular possession.</li> </ul>



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Handwriting	<ul style="list-style-type: none"> <li>- Holds pencil correctly.</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>- Holds pencil correctly.</li> <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>- Some letters are joined correctly, using cursive script</li> </ul>	<ul style="list-style-type: none"> <li>- Holds pencil correctly.</li> <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>- Appropriate letters are joined consistently, according to the school’s handwriting approach.</li> </ul>
Planning, writing and editing	<ul style="list-style-type: none"> <li>- Compose sentences orally. 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>- With support, proof read 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. Use the drafting process to gather and write down ideas and key words.</li> <li>- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</li> <li>- Write about real events, maintaining form and purpose.</li> <li>- Compose orally and write poetry in a variety of forms.</li> <li>- Re-read and check own writing.</li> <li>- Proof read for errors.</li> <li>- Evaluate word choice, grammar and punctuation; make revisions.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose sentences orally. 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, often without prompting.</li> </ul>
Awareness of audience/ purpose and structure	<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>		