

Year 2 Writing Progression

	End of Y1	2.1	2.2	2.3
<u>Writing Transcription</u>				
<u>KPI</u> spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Be able to represent each of the 42 phonemes by a grapheme and segment CVC words for spelling Majority of phase 5 graphemes known for writing To be able to spell words containing adjacent consonants and polysyllabic words	Spell words containing all RWI set 1 and 2 phonemes. Confidently spell a wider range of polysyllabic words	Select the correct alternative spelling for words containing phonemes ay/a-e/ai, igh/i-e, ee/ea, ow/o-e, oo/u-e Confidently spell words with adjacent consonants anywhere in the word	Select alternative graphemes for any phoneme taught within set 2, 3 and additional set 3: ew/ue, igh/ie/i-e, aw/au, ee/e-e/e/ea, n/kn, c/k/ck, w/wh, f/ff/ph
	Consolidate tricky words from term 1/2: and spell tricky words from phase 5 - oh, their, people, Mr Mrs, looked, called, asked etc....	Spelling two/three -syllable word	Spelling two/three -syllable word that match phonics known	Spelling two/three -syllable word that match phonics known
	Accurately spell most of the words in the 100 HF common words	Confidently spell all the 100 HF Common Words	Begin to spell 200 HF common words	Correctly spell and increasing number of the 200 HF common words

Year 2 Writing Progression

	Spelling two/three -syllable word			
Spell by learning 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 homophones	Words containing each of the 40+ phonemes already taught Common exception (tricky) words Days of the week (tie in with when taught in maths)	Choose the correct spelling for words containing the phonemes ai, ou, ie, ea, oy, ue	Aw, wh, ph, ew, oe, au, ey	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 homophones
KPI learning to spell common exception words	Spell phase 2, 3 and some of phase 4 tricky words	Spell phase 2, 3, 5 tricky words	Spell phase 2-5 tricky words confidently	spell common exception words
KPI learning to spell more words with contracted forms	Accurately spell most of the words in the 100 HF common words		Begin to spell words with the contracted form	Confidently spell a number of words with the contracted form
learning the possessive apostrophe (singular) [for example, the girl's book]		Know what an apostrophe looks like and where it sits on the line	Recognise possessive apostrophe (singular) e.g girl's within a text	Beginning to use the possessive apostrophe (singular) [for example, the girl's book]
learning to use apostrophe for contraction	Read words with contractions (for example, I'm, I'll, we'll) and understand that the	Recognising and reading words that contain a contraction apostrophe	Beginning to write words with the apostrophe for contraction and explain why it has been used.	Develop confidence in writing words with the apostrophe for contractions and begin to give the two separate words used

Year 2 Writing Progression

	apostrophe represents the omitted letter(s)			to make the contracted form or visa versa
distinguishing between homophones and near-homophones		Be familiar with the word homophone	Begin to understand the term homophone and be able to give examples	Begin to distinguish between homophones and near-homophone
<u>KPI</u> add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Competent to write words containing taught GPC's and -s, es, ing, ed, er, and est endings to words where there is no change to the root word Able to write words with the prefix un	Add suffix - ment, -ness	Add suffix - ful -less	Add suffix -ly
write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences dictated by the teacher that include words using GPC's and common exception words according to RWI set 2 and early set 3 -	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Writing Transcription - Handwriting				
<u>KPI</u> form lower-case letters of the correct size relative to one another		Form lower-case letters of the correct size	Form most lower-case letters of the correct size relative to one another	form lower-case letters of the correct size relative to one another
<u>KPI</u> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when	Hold papers in position and using a preferred hand for writing with the correct pencil grip - is beginning to	Confidently use some of the diagonal and horizontal strokes needed to join letters	Start to join some letter using the correct stroke	using some of the diagonal and horizontal strokes needed to join letters

Year 2 Writing Progression

adjacent to one another, are best left unjoined	write on lines and controls letter size			
KPI write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Start to write capital letters and digit of the correct size, orientation and relationship to one another	write capital letters and digit of the correct size, orientation and relationship to one another	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
KPI use spacing between words that reflects the size of the letters.	Leaving spaces between words	Consistently use spaces between words	use spacing between words that reflects the size of the letters.	use spacing between words that reflects the size of the letters.

Writing Composition

KPI develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events 	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p>	Write a short narrative making sure the sentences are related after a discussion with the teacher	<p>Write a short narrative making sure the sentences are related after a discussion with the teacher</p> <p>Write a narrative about their own and other peoples (real and fictional experiences)</p>	<p>Write a narrative with clear connection between sentences</p> <p>Write a narrative about their own and other peoples (real and fictional experiences)</p>
<ul style="list-style-type: none"> • writing poetry writing for different purposes 		Begin to write poems based on other, well known poetry	Confidently make changes to an existing poem to make it their own.	Begin to write own poems based on a specific subject

Year 2 Writing Progression

<p><u>KPI</u> 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 about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p>	<p>Say out loud what they want to write about and use pictures to record this</p> <p>Talk about the key words and ideas</p>	<p>Begin to plan what they want to write about</p> <p>Write down key words</p> <p>Think about and include new vocabulary</p>	<p>Confidently plan what they want to write about</p> <p>Write down ideas and key words</p> <p>Use new vocabulary within ideas</p>
<p><u>KPI (in parts)</u> 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>Discuss what they have written with the teacher or other pupils</p>	<p>Able to proof read their writing</p> <p>evaluate it with support making simple revisions and corrections</p>	<p>Able to proof read their writing and evaluate it with support</p> <p>Able to make simple revisions and corrections independently</p>	<p>Able to proof read their writing and evaluate it</p> <p>Able to make simple additions, revisions and corrections independently</p>
<p><u>KPI</u></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 form 	<p>Re-reading what they have written to check that it makes sense</p>	<p>Able to read their writing for sense with help from an adult</p>	<p>Able to read their writing for sense and with support, use verbs to indicate time are used correctly including verbs in the continuous form</p>	<p>Able to read their writing for sense and with support, check verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>

Year 2 Writing Progression

<ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 		proof-reading to check for errors in spelling, grammar and punctuation with support	proof-reading to check for errors in spelling, grammar and punctuation	proof-reading to check for errors in spelling, grammar and punctuation
read aloud what they have written with appropriate intonation to make the meaning clear.	Read aloud their writing clearly enough to be heard by their peers and the teacher	Able read aloud what they have written with appropriate intonation that matches the genre taught and written about - make the meaning clear	Able read aloud what they have written with appropriate intonation that matches the genre taught and written about - make the meaning clear.	Able read aloud what they have written with appropriate intonation that matches the genre taught and written about - make the meaning clear.
Writing Vocabulary, Grammar and Punctuation				
develop their understanding of the concepts set out in <u>English Appendix 2</u> by:	Learning the grammar for year 1 in English Appendix 2	Y1 = letter, capital letter, word, singular, plural, sentences, punctuation, full stop, question mark, exclamation mark Y2 = Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe, comma		
<u>KPI</u> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Learning the grammar for year 1 in English Appendix 2	Able to use full stops, capital letters independently With support, use exclamation marks, question marks	full stops, capital letters, exclamation marks, question marks, with support, use commas for lists and apostrophes for contracted forms and the possessive (singular)	Independently full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Although these may not be accurate all of the time

Year 2 Writing Progression

<p><u>KPI</u> learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command 	Saying out loud what they are going to write about	Able to use the terminology of: statement, question, exclamation, command when that genre type is taught	Able to use the terminology of: statement, question, exclamation, command when that genre type is taught	Able to use the terminology of: statement, question, exclamation, command when that genre type is taught
expanded noun phrases to describe and specify [for example, the blue butterfly]	Composing a sentence orally before writing it	Able to think of and use orally an expanded noun phrase to describe and specify (for example, the blue butterfly)	Able to add an expanded noun phrase to a simple sentence to describe or specify. (for example the blue butterfly)	Able to think of and write a simple sentence including an expanded noun phrase to describe and specify (for example the blue butterfly)
the present and past tenses correctly and consistently including the progressive form		Understand the term tense and can give examples from texts	Beginning to write in the past and present form - can choose the correct tense	the present and past tenses correctly and consistently including the progressive form
<p><u>KPI</u> Learn how to use</p> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 	Sequencing sentences to form short narratives	Awareness of coordination and use ones taught and known from Year 1 correctly	Use coordination or/and/but and awareness of subordination in reading and shared writing	Use coordination or/and/but and some subordination if, that, or, because