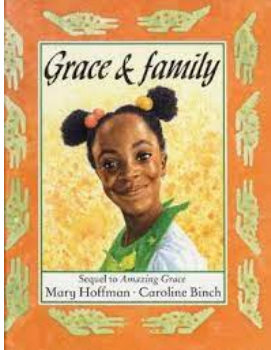
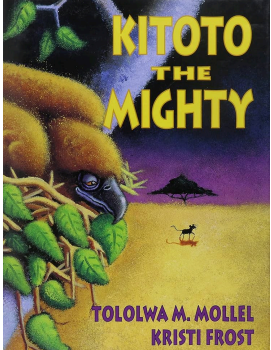
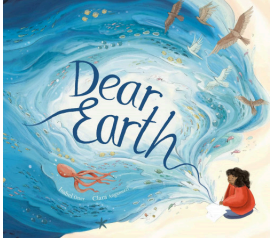
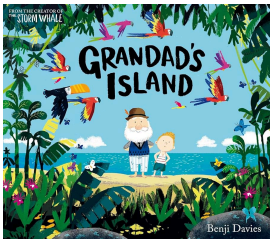
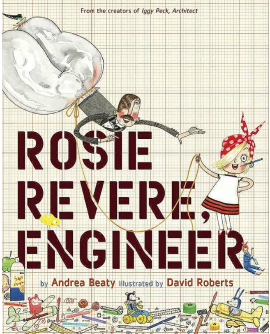

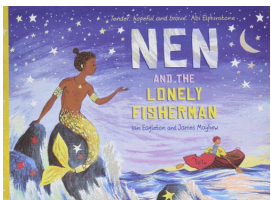
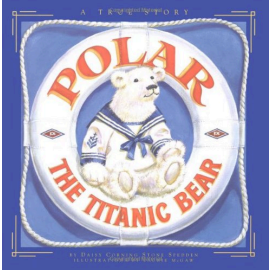




Year 2: Progression Overview for Writing 2023 -2024

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Topic	Would you prefer to live in a hot or a cold place?	Wangari Maathai: a significant individual?	Why is our world wonderful?	How were schools different in the past?	What is it like to live by the coast?	Why was the sinking of the Titanic so significant?
Writing is:	RESPONSIVE Responds to what is happening right now CREATIVE Linked to science and the arts COMMUNITY Has a purpose EXPERIENTIAL Is enhanced by experiences					
Core Text/s To prompt writing	 Grace and Family	 Kitoto the mighty	 Dear Earth Planning 	 Rosie Revere Engineer	 Ocean Meets Sky Planning 	 Polar the Titanic Bear Eyewitness account

EXPERIENTIAL
COMMUNITY
CREATIVITY
ASPIRATIONAL


Writing outcomes and opportunities ENTERTAIN Character description Setting description Narrative retelling INFORM Recount Diary Letter Non-chronological report Instructions EXPLAIN Science report	TO ENTERTAIN Retell narrative - Setting description - Gambian market Character description-Grace	TO ENTERTAIN Narrative Character descriptions	TO ENTERTAIN	TO ENTERTAIN	TO ENTERTAIN Setting description - Ocean meets the Sky Narrative retelling	TO ENTERTAIN Character description
	TO INFORM Postcard in role - Grace	TO INFORM Letter (persuasive)	TO INFORM Information leaflet Instructions	TO INFORM Non -chronological report - The Bluest of Blues	TO INFORM Non chronological report - topic related Recount of trip zoo	TO INFORM Science report - Plastic in oceans
	POETRY African animals	POETRY	POETRY Earth poems	POETRY	POETRY	POETRY
	GRAMMAR National curriculum statements to cover Year 2 - New Prior knowledge Ensure you refer and revise Year 1	WORD Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes	SENTENCE Subordination (using when, if, that, because) and coordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement , question , exclamation or command How words can combine to make sentences Joining words and joining clauses using and	TEXT Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Sequencing sentences to form short narratives	PUNCTUATION Use of capital letters , full stops , question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	TERMINOLOGY noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

EXPERIENTIAL
COMMUNITY
CREATIVITY
ASPIRATIONAL


		the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]				
TIER 2 VOCABULARY <i>Tier 2 words are those that provide access to more complex topics and discussions outside of the everyday, eg relative, vary, frown, swoop, hesitate</i>	<u>September</u> enough plain remember usual young ready above ever early list	<u>October</u> though feel talk when soon body consider family direct pose	<u>January</u> free minute strong special mind behind clear tall produce fact	<u>February</u> street inch lot nothing course stay wheel full force blue	<u>May</u> ago interest check game shape travel less miss brought heat	<u>June</u> snow bed bring morning perhaps fill east weight language among
	<u>November</u> leave song measure state product price short numeral class wind	<u>December</u> question happen complete ship area half rock other fire south	<u>March</u> object decide surface deep moon island foot busy test record	<u>April</u> ground common gold possible plane age dry wonder laugh thousand		

Year 2 Writing progression

Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
Segment spoken words into phonemes and represent these by graphemes, spelling many correctly • Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common	Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the	Write narratives about personal and others' experiences (real or fictional) • Write about real events • Write simple poetry • Write for different purposes. • Plan or say out loud what they are going to write about, including writing down ideas	Punctuation: o full stops o capital letters o exclamation marks o question marks o commas to separate items in a list o apostrophes for contracted forms and

EXPERIENTIAL**COMMUNITY****CREATIVITY****ASPIRATIONAL**

<p>homophones</p> <ul style="list-style-type: none"> • Learn to spell common exception words (Spelling Progression) • Learn to spell more words with contracted forms e.g. didn't, couldn't. • Learn the possessive apostrophe (singular) e.g. the girl's book • Spell words correctly by saying them out loud. • Distinguish between homophones and near-homophones • Add suffixes –ful and –less to form adjectives e.g. help – helpless • Add suffixes –er, –ness and –ment to form a noun e.g. teach ~ teacher, sad ~ sadness, enjoy ~ enjoyment • Add suffixes –er and –est to form comparative and superlative adjectives e.g. happy ~ happier ~ happiest • Add suffix –ly to an adjective to make an adverb e.g. quick ~ quickly • Apply rules from Spelling Progression – Y2 • Write from memory simple dictated sentences including GPCs and common exception words 	<p>correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters 	<p>and/or key words and new vocabulary.</p> <ul style="list-style-type: none"> • Writes down ideas and key words before writing • Encapsulate what they want to say, sentence by sentence • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proofread to check for errors in spelling, grammar and punctuation • Read writing aloud with appropriate intonation to make the meaning clear • Begin to develop an awareness of who they are writing for 	<p>singular possession.</p> <ul style="list-style-type: none"> • Use sentences with different forms: statement, question, exclamation, command • Use expanded noun phrases to describe and specify • Use the present and past tense correctly and consistently including the progressive form e.g. she is drumming, he was shouting • Use coordination with: 'and', 'but', 'or' • Use subordination with: 'when', 'if', 'that', 'because' • Use some features of written Standard English
---	--	---	---

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

