Writing Progression Framework - Year 2

By the end of year 2, we want our children to have an increasing awareness of audience and be able to use the whole class model and their own reading to write for different purposes. They will have a growing vocabulary and start to use these words for impact. Handwriting will have a joined handwriting style and spelling and punctuation will demonstrate a good degree of accuracy against KS1 expectations.

Strand	Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 1	Year 2 Spring 2	Year 2 Summer 1	Year 2 Summer 2
Focus (2 or 3 weeks)	Non – fiction – chronological recount/diary entry Fiction - familiar setting – change character or setting & teacher's choice Poetry - performance poetry		Non – fiction –instructions/teacher's choice Fiction –Traditional Tale with a twist/Quest story Poetry – Traditional poems		Non – fiction –– alphabetical order/ information text Fiction - stories by the same author & teacher's choice Poetry – descriptive poetry	
Ongoing objectives	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing Write using a developing vocabulary Use models to create simple narratives		Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing Write using a developing vocabulary Use models to create simple narratives		Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing Write using a developing vocabulary (magpie language from texts) Use models to create simple narratives	
Composition	**Teach** - Write sentences that are sequenced to sequenced to form a short narrative (real or fiction) - Write simple, coherent narratives about personal experiences and those of others (real or fiction) - Make simple additions, revisions and proof-reading corrections to their own writing.		**Teach** - Write sentences that are sequenced to sequenced to form a short narrative (real or fiction) - Write simple, coherent narratives about personal experiences and those of others (real or fiction) - Make simple additions, revisions and proof-reading corrections to their own writing. - Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing (**magpie language**).		**Teach** - Write sentences that are sequenced to sequenced to form a short narrative (real or fiction) - Write simple, coherent narratives about personal experiences and those of others (real or fiction) - Make simple additions, revisions and proof-reading corrections to their own writing. - Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing (**magpie language**).	
Grammar	**Revise** - Foundation/Year 1 **Teach** - Sentence forms – commands, statement, question, exclamation - Noun - Verbs (simple past and present tense) - Adjectives - Co-ordinating conjunctions (*and, so, but, or*)		**Revise** - Sentence forms – commands, statement, question, exclamation - Noun - Verbs (simple past and present tense) - Adjectives - Co-ordinating conjunctions (*and, so, but, or*) **Teach** - Commas in a list		**Revise** - Commas for description in a list - Verbs (past and present tense- including irregular verbs) - Subordination conjunctions (*when, if, that, because*) - Apostrophes (*contractions & singular possession*) - Noun phrase/expanded noun phrase **Teach** - Suffix – ly/- ment/- ness/ -ful/ - less	

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		- Verbs (past and present tense- including irregular verbs) - Subordination conjunctions (*when, if, that, because*) - Apostrophes (contractions & singular possession) - Noun phrase/expanded noun phrase	- Adverbs
Punctuation	**Revise** - Punctuation from Year 1 using 'Sentence Doctor' **Teach** - Capital letter, full stops, question marks, exclamation marks	**Revise** - Capital letter, full stops, question marks, exclamation marks **Teach** - Commas for lists - Apostrophe	**Revise** - Commas for description in a list - Apostrophe - Revise all year 2 objectives
Terminology	Statement, exclamation, command, question, statement, noun, verb, adjective, conjunction	Commas, conjunction, noun phrase/expanded noun phrase, verbs, apostrophe	Verb tense, suffix, adverb
Editing and Proof-Reading	Use common exception mats and reliable word-banks to check their spelling during the editing process. Use a 'Pink Polishing Pen' to edit work.	Use common exception mats and reliable word-banks to check their spelling during the editing process. Use a 'Pink Polishing Pen' to edit work	Use common exception mats and reliable word-banks to check their spelling during the editing process. Use a 'Pink Polishing Pen' to edit work.
Spelling	Consolidate RWI. Common Exception Words – see year 2 CEW list See No Nonsense spelling overview Write from memory simple sentences dictated by the teacher that include words using spellings and common exception words taught so far		
Handwriting	Form lower case letters of the correct size relative to one another. Start using some of the diagonal and horizontal stokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined (*Nelson Handwriting scheme*). Write capital letters and digits of the correct size, orientation and relationship to one another and the lower-case letters. Use spacing between words that reflect the size of the letters. Children should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.		