


Year 2 Writing Progression

Range of writing	<ul style="list-style-type: none"> • Fiction: traditional tales, stories with familiar settings, stories based on models from reading • Non-fiction: recounts, letters, non-chronological reports • Poetry: classic poems, poems on a theme, poems with a structure 				
	Key Learning	Autumn Term		Spring Term	Summer Term
		5a (spelling recap) 5b Mastery	5c Mastery		
Spelling	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y2 spelling objectives.				
Handwriting	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y2 handwriting objectives.				
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Say, write and punctuate single and multi-clause sentences using the joining words and, but, so and or (co-ordination). 	<ul style="list-style-type: none"> • Say, write and punctuate single and multi-clause sentences using the joining words <i>and</i> and <i>but</i> (co-ordination). 	<ul style="list-style-type: none"> • Say, write and punctuate single and multi-clause sentences using the joining words <i>so</i> and <i>or</i> (co-ordination). 	<ul style="list-style-type: none"> • Within their own writing, edit and improve single and multi-clause sentences using the joining words and, but, so and or (co-ordination). 	
	<ul style="list-style-type: none"> • Use sentences with different forms: statement, question, command, exclamation. 	<ul style="list-style-type: none"> • Use sentences with different forms: questions and exclamations. 	<ul style="list-style-type: none"> • Use sentences with different forms: statements and commands. 	<ul style="list-style-type: none"> • Use and punctuate correctly sentences with different forms: statement, question, command, exclamation. 	
	<ul style="list-style-type: none"> • Secure the use of full stops, capital letters, exclamation marks and question marks. 	<ul style="list-style-type: none"> • Secure the use of full stops, capital letters, exclamation marks and question marks. 	<ul style="list-style-type: none"> • With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. 	<ul style="list-style-type: none"> • Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. 	
	<ul style="list-style-type: none"> • Use commas to separate items in a list. 		<ul style="list-style-type: none"> • Use commas to separate items in a list. 		
	<ul style="list-style-type: none"> • Use apostrophes for contracted forms <i>e.g. don't, can't, wouldn't, you're, I'll.</i> • Use apostrophes for singular possession in nouns, <i>e.g. the girl's name.</i> 		<ul style="list-style-type: none"> • Use apostrophes for contracted forms <i>e.g. don't, can't, wouldn't, you're, I'll.</i> 	<ul style="list-style-type: none"> • Use apostrophes for singular possession in nouns <i>e.g. the girl's name.</i> 	
	<ul style="list-style-type: none"> • Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> <i>e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> 	<ul style="list-style-type: none"> • Use subordination for time using <i>when</i> <i>e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play</i> • Use subordination for time using <i>before</i> and <i>after</i> <i>e.g. We ate our picnic</i> • Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> <i>e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.</i> 			
	<ul style="list-style-type: none"> • Use subordination for reason using <i>because</i> and <i>if</i> <i>e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</i> 		<ul style="list-style-type: none"> • Use subordination for reason using <i>because</i> <i>e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.</i> • Use subordination for reason using <i>if</i> <i>e.g. If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</i> • Use subordination for reason using <i>because</i> and <i>if</i> <i>e.g. I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</i> 		
	<ul style="list-style-type: none"> • Use the subordinating conjunction that in a sentence, <i>e.g. I hope that it doesn't rain on sports day.</i> 			<ul style="list-style-type: none"> • Use the subordinating conjunction that in oral sentences using starter prompts, <i>e.g. I hope that ...; My teacher told me that...; He said that...</i> • Use the subordinating conjunction that in sentences in narrative writing, <i>e.g. Dougal said that he would love to stay.</i> • Use the subordinating conjunction that in sentences in non-fiction writing such as a recount or letter, <i>e.g. I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</i> 	
<ul style="list-style-type: none"> • Select, generate and effectively use verbs. 	<ul style="list-style-type: none"> • Identify, understand and select verbs to complete sentences. 				

Year 2 Writing Progression

		<ul style="list-style-type: none"> • Generate, select, and effectively use verbs. • Independently, edit and improve own writing by strengthening the use of verbs. 		
	<ul style="list-style-type: none"> • Use present and past tense correctly and consistently. • Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. 	<ul style="list-style-type: none"> • Identify and begin to use past tense accurately and consistently. • Identify and begin to use present tense accurately and consistently. 	<ul style="list-style-type: none"> • Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. <i>She is watching television. I am reading my favourite book.</i> • Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. <i>He was singing at the top of his voice. They were flying through space.</i> 	<ul style="list-style-type: none"> • Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress
	<ul style="list-style-type: none"> • Select, generate and effectively use nouns. 	<ul style="list-style-type: none"> • Identify, understand and select nouns to complete sentences. • Generate, select and effectively use nouns. • Independently, edit and improve own writing by strengthening the use of nouns. 		
	<ul style="list-style-type: none"> • Select, generate and effectively use adjectives 		<ul style="list-style-type: none"> • Generate, select and effectively use adjectives. • Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, e.g. <i>the ferocious green dragon.</i> 	<ul style="list-style-type: none"> • Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</i>
	<ul style="list-style-type: none"> • Select, generate and effectively use adverbs. 			<ul style="list-style-type: none"> • Identify, understand and select adverbs to complete sentences. • Independently, edit and improve own writing by strengthening the use of adverbs.
Composition: Planning	<ul style="list-style-type: none"> • Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. 	<ul style="list-style-type: none"> • Discuss and plan what to write about e.g. <i>story mapping, innovating on a known story, generating and developing vocabulary and ideas.</i> 	<ul style="list-style-type: none"> • Discuss and plan what to write about e.g. <i>story mapping, innovating on a known story, extending vocabulary and ideas.</i> 	<ul style="list-style-type: none"> • Discuss and plan what to write about e.g. <i>story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</i>
Composition: Drafting & Writing	<ul style="list-style-type: none"> • Orally rehearse each sentence prior to writing. 	<ul style="list-style-type: none"> • Orally rehearse each sentence prior to writing including single and multi-clause sentences using the joining words 'and' and 'but'. 	<ul style="list-style-type: none"> • Orally rehearse every sentence before writing, including multi-clause sentences using the joining words 'and', 'but' and 'or' and those which have been extended. 	<ul style="list-style-type: none"> • Drawing on sentence structures from known texts, orally rehearse every sentence before writing, e.g. <i>This is a story about a rat. Not any old rat but a rat who travelled the highway!</i>
Composition: Evaluating & Editing	<ul style="list-style-type: none"> • Edit and improve own writing in relation to audience and purpose. 	<ul style="list-style-type: none"> • Edit and improve own writing with specific guidance from the teacher, e.g. <i>Can you add the question marks to the sentences where they are needed?</i> 	<ul style="list-style-type: none"> • Edit and improve own writing with some signposting from the teacher or using success criteria e.g. <i>I have put a star next to a sentence that I think can be improved. Can you improve it?</i> 	<ul style="list-style-type: none"> • Edit and improve own writing in relation to audience and purpose.
	<ul style="list-style-type: none"> • Evaluate their writing with adults and peers. 	<ul style="list-style-type: none"> • Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. 	<ul style="list-style-type: none"> • Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults. 	<ul style="list-style-type: none"> • Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.
	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation. • Proofread to check for correct form of verbs within sentences e.g. <i>correcting he walking to the shop to he walked to the shop.</i> 	<ul style="list-style-type: none"> • Proofread to check for errors in taught spelling, grammar and punctuation. 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs e.g. <i>spotting and changing he walking to the shop to he walked to the shop.</i> 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. <i>spotting and changing he walking to the shop to he walked to the shop or he was walking to the shop.</i>
Composition: Performing	<ul style="list-style-type: none"> • Read aloud their writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Read aloud their writing with intonation, taking note of punctuation to make the meaning clear e.g. <i>pausing at full stops, question marks and exclamation marks.</i> 	<ul style="list-style-type: none"> • Read aloud their writing with intonation taking note of punctuation to make the meaning clear e.g. <i>pausing at commas which separate items in a list.</i> 	<ul style="list-style-type: none"> • Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear e.g. <i>pausing at full stops, changing voice in response to an exclamation mark and question mark.</i>