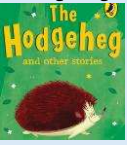
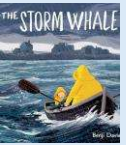







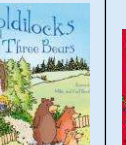




Year 2 Writing Progression Document

Text		The Hodgeheg 	The Storm Whale 	Where the Poppies Now Grow 	The Owl Who Was Afraid of the Dark 	A Bear Called Paddington 	Story Soup 	The Disgusting Sandwich 	Beegu 	Little Red Riding Hood 	Goldilocks 	Tilly and the Time Machine 	The Name Jar 
Outcomes		Story Letter		Description Recount (personal)		Story Instruction		Poetry Recount (imaginative)		Story Instruction		Description Recount (factual)	
Purposes Covered		Entertain Inform		Entertain Inform		Entertain Inform		Entertain Inform		Entertain Inform		Entertain Inform	
Sentence Coverage (these may be taught multiple times throughout the sequence)	Grammar	Use coordinating conjunctions to link two main ideas (They pulled <u>and</u> pulled at the turnip to get it out) Sequence sentences to form short narratives Use subordinating conjunctions in the middle of sentences (Badgers can dig well <u>because</u> they have sharp claws) Use expanded noun phrases which add detail to description (very old grandma, brave woodchopper) Sequence sentences to form short narratives				Consistent use of present and past tense Sequence sentences to form short narratives Use coordinating conjunctions to link two main ideas (They pulled <u>and</u> pulled at the turnip to get it out) Use the 4 main sentence types: statement, question, exclamation, command Use expanded noun phrases which add detail to description (very old grandma, brave woodchopper) Use subordinating conjunctions in the middle of sentences (Badgers can dig well <u>because</u> they have sharp claws)				Begin to use inverted commas to mark direct speech where appropriate Use the 4 main sentence types: statement, question, exclamation, command Use coordinating conjunctions to link two main ideas (Badgers sleep in the day <u>and</u> look for food at night) Use expanded noun phrases which inform (sharp claws, black fur) Use the progressive form for verbs (Goldilocks <u>was walking</u> through the woods)			
	Punctuation	Use capital letters at the beginning of a sentence Use capital letter for first person 'I' Use a full stop to end a sentence Use question marks				Use capital letters at the beginning of a sentence Use a full stop to end a sentence Use exclamation & question marks Commas to separate items in a list (You will need flour, eggs and sugar) Use apostrophes to mark contractions, (didn't, wouldn't, he'll, she'll) Use apostrophes to mark possession (a <u>badger's</u> home is underground)				Use exclamation & question marks Commas to separate items in a list (You will need flour, eggs and sugar) Use apostrophes to mark contractions, (didn't, wouldn't, he'll, she'll) Use apostrophes to mark possession (a <u>badger's</u> home is underground)			
Writing (transcription & composition)		Write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far Form lower-case letters of the correct size relative to one another Write down ideas and/or key words, including new vocabulary Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters				Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best un-joined Write narratives about personal experiences and those of those others (fiction or non-fiction) Write about real events Write for different purposes Proofread to check for errors in spelling, grammar and punctuation				Write poetry Plan or say out loud what they are going to write about Encapsulate what they want to say, sentence by sentence Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Read loud what they have written with appropriate intonation to make meaning clear			
Spelling		'or' sound spelt 'a' before 'l' and 'll' Soft 'c' Adding the suffix 'y'		Adding the suffix 'ly' The 'n' sound spelt 'kn' and 'gn' The 'igh' sound spelt 'y' Adding the suffix 'ing'		The 'j' sound The 'o' sound spelt 'a' after 'w' and 'qu' Adding the suffix 'ed'		The 'r' sound spelt 'wr' Adding the suffixes 'er' or 'est' The 'ee' sound spelt 'ey'		Adding the suffix 'ness' Words ending in 'le' Words ending in 'el' Words ending in 'al'		Adding the suffix 'ful' Adding the suffix 'less' Adding the suffix 'ment' Words ending in 'tion' Adding the suffix 'es'	