

English - Writing Progression: Year 2

Spelling	<ul style="list-style-type: none"> *The /dʒ/ (gem, jug) sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y *The /s/ (sit, miss, cell) sound spelt c before e, i and y *The /n/ (man) sound spelt kn and (less often) gn at the beginning of words *The /r/ (red) sound spelt wr <i>at the beginning of words</i> *The /l/ (leg, hill) or /əl/ (farmer and leg, hill) sound spelt –le at the end of words *The /l/ (leg, hill) or /əl/ (farmer and leg, hill) sound spelt –el at the end of words *The /l/ (leg, hill) or /əl/ (farmer and leg, hill) sound spelt –al at the end of words *Words ending –il *The /aɪ/ (mind, fine, pie, high) sound spelt –y at the end of words *Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (<i>Y2 punctuation</i>) *Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (<i>Y2 punctuation</i>) *Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (<i>Y2 punctuation</i>) *The /i:/ (she, bead, see, scheme, chief) sound spelt –ey *The /ɒ/ (hot) sound spelt a after w and qu *The /ɜ:/ (fern, turn, girl) sound spelt or after w *The /ɔ:/ (launch, raw, born) sound spelt ar after w *The /ʒ/ (pleasure) sound spelt s *The suffixes –ment, –ness, –ful, –less and –ly (<i>Y2 word level</i>) *Contractions (<i>Y2 punctuation</i>) *The possessive apostrophe (singular nouns) (<i>Y2 punctuation</i>) *Words ending in –tion *Homophones and near-homophones *Common exception words *Dictation *Use a dictionary
Handwriting	<ul style="list-style-type: none"> *revision of formation of all letters with correct sizing and positioning *diagonal join introduced from Stage 3 of RWI handwriting (arm to boat/arm to sun/ arm to sister) *horizontal joined introduced from Stage 3 of RWI handwriting (washing line to boat/ washing line to sun/ washing line to sister)
Composition	<p>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>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> *writing narratives about personal experiences and those of others (real and fictional) *writing about real events *writing poetry *writing for different purposes <p>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 *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 *proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] *read aloud what they have written with appropriate intonation to make the meaning clear.
Word Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *Formation of nouns using suffixes such as –ness, –er and by compounding (<i>Y1 & Y2 spelling</i>) *Formation of adjectives using suffixes such as –ful, –less (<i>Y2 spelling</i>) *Use of the suffixes –er, –est in adjectives (<i>Y1 & Y2 spelling</i>) *Use of –ly in Standard English to turn adjectives into adverbs (<i>Y2 spelling</i>) *Use names for word classes including nouns, verbs, adjectives and adverbs (–ly) *Alphabetical order
Sentence Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but, so</i>) *Expanded noun phrases for description and specification *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command *Use imperative verbs ‘bossy verbs’ when writing instructions *Use simple gender forms correctly *Identify the subject in a sentence *Verb tenses *Subject verb agreement
Text Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *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 (<i>verb tenses & subject verb agreement must be taught first - Y2 sentence level</i>) *Correct choice and consistent use of irregular verbs in the present and past tense throughout writing
Punctuation	<ul style="list-style-type: none"> *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 (contracted forms) (<i>Y2 spelling</i>) *Apostrophes to mark singular possession in nouns (<i>Y2 spelling</i>) *Use capital letters for proper nouns
VGPS Terminology	<ul style="list-style-type: none"> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma