

Year 2 Writing Progression

At the beginning of year 1 the children will be taught English by following the scheme Read, Write Inc. It is an expectation that most children will not need Read, Write Inc. in Spring term.

Text Types Covered			Jane Considine Units	Handwriting Expectations
BOOK	Text Type	GENRE	Street Detectives Autumn 1	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form most lower-case letters correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>
The Building Boy – Ros Montgomery and David Litchfield	Fiction	Adventure	The Building Boy – Ros Montgomery and David Litchfield (Narrative Adventure) Hibernation (Non Chron Report)	
Hibernation – Jane Considine	Non-Fiction	Non Chronological Report	Beat Band Boogie! Autumn 2	
If I were in charge of the world – Jane Considine	Poetry	Free Verse Poetry	If I were in Charge of the world (Free verse Poetry) My Christmas Star - BBC (Narrative Story)	
My Christmas Star - BBC	Fiction	Story	Muck, Mess and Mixtures Spring 1	
How to Make a Bird Feeder – Jane Considine	Non-Fiction	Instructions	How to Make a Bird Feeder (Non-Fiction instructions) In My heart: A book of feelings – Joe Witek (Non- Fiction Lyrical explanation)	
In My Heart: A Book of Feelings – Joe Witek	Non-Fiction	Lyrical Explanation	Towers, Tunnels and Turret Spring 2	
George and the Dragon – Christopher Wormell	Fiction	Legend	George and the Dragon – Christopher Wormell (Narrative Legend) The Owl who was afraid of the dark Frank Tomlinson (Narrative Adventure)	
The Owl who was Afraid of the Dark – Frank Tomlinson	Fiction	Adventure	Land Ahoy! Summer 1	
Pirates – Jane Considine	Non-Fiction	Non-Chronological Report	Pirates (Non Fiction – Non Chron Report) Desk Diddler (Humorous Poetry)	
Desk Diddler – Jane Considine	Poetry	Humorous Poetry	Beachcombers Summer 2	
The Day the Crayons Quit – Drew Darwell	Non – Fiction	Persuasive Letter	The Day the Crayons Quit – Drew Darwell (Non – Fiction Persuasive Letter) Big Cats (Non Chron Report – Non fiction)	
Big Cats –	Non-	Non		

Jane Considine	Fiction	Chronological Report		
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Spelling	Composition	Vocabulary, Grammar and Punctuation
<p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes.</p> <p>Spell a few common exception words (e.g. I, the, he, said, of).</p> <p>Spell some common exception words.</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Add prefixes and suffixes using the prefix un-.</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant</p>	<p>Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher.</p> <p>Write down one of the sentences that he/she has rehearsed.</p> <p>Compose and write sentences independently to convey ideas.</p> <p>Write sentences, sequencing them to form short narratives (real or fictional).</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense.</p> <p>Discuss what he/she has written with the teacher or other pupils.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p>	<p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.</p> <p>Understand how words can combine to make sentences.</p> <p>Join words and clauses using and.</p> <p>Separate words with spaces.</p> <p>Use capital letters and full stops to demarcate sentences in some of his/her writing.</p> <p>Begin to punctuate work using question marks and exclamation marks.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</p> <p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</p>

clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).