



## Year 2 writing termly progression:

### Disciplinary Knowledge

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
Genre knowledge	<p><b>Fiction: story</b> with focus on characters</p> <p>Able to build <b>vocabulary</b> and use phrases from story language.</p> <p><b>Plans</b> and says what is going to be written about.</p> <p>Sequences events with a <b>beginning, middle and end.</b></p> <p>Able to write in 3rd person.</p> <p>Encapsulate what is to be written, sentence by sentence.</p> <p>Writes down ideas, key words and new <b>vocabulary</b>.</p> <p>Writes narratives about personal experiences and those of others (real and fictional).</p> <p>Able to write a <b>letter</b>.</p>	<p><b>Non-chronological report:</b> report about owls</p> <p>Knows how to read non-fiction books that are structured in different ways.</p> <p>Able to <b>plan</b> their own non-chronological report.</p> <p>Able to <b>apply features of a non-chronological report</b> – sub headings, title, introduction, facts,</p> <p>Ensures their writing includes specific <b>vocabulary</b> linked to the topic.</p> <p>Able to write for different purposes – <b>poetry</b>.</p> <p>Able to participate in <b>discussion</b> about books, poems and other works.</p>	<p><b>Fiction: story</b> with adventure focus</p> <p>Knows how to write down ideas, key words and new <b>vocabulary</b>.</p> <p>Able to build <b>vocabulary</b>.</p> <p>Able to make a <b>poster</b>.</p>	<p><b>Recount: diary entry</b> from point of view of a toy</p> <p>Continues to build <b>vocabulary</b>.</p> <p>Writes narratives about <b>personal experiences</b> and those of others (real or fictional).</p> <p>Writes with a <b>clear opening</b> and establish context.</p> <p>Finishes their writing with a <b>closing statement with personal comment or summary</b> e.g. What an amazing day we all had! (Exclamation sentence)</p> <p>Able to write a <b>thank you letter</b>, applying correct features and write without a scaffold or model.</p>	<p><b>Letter:</b> letter in role as the character persuading to save the trees</p> <p>Draws on what is <b>already known</b> and on <b>background information</b> and <b>vocabulary</b> provided by the teacher.</p> <p>Writes in the <b>1st person</b>.</p> <p>Includes personal comments and own viewpoint.</p> <p>Uses openings and closings e.g. dear, opening statement to state why we are writing, from...</p> <p>Writes narratives about personal experiences and those of others (real and fictional).</p> <p>Knows how to write for different purposes.</p>	<p><b>Fiction: story</b> with moral focus</p> <p>Sections their story writing into beginning, middle and end.</p> <p>Writes using 3rd person consistently.</p> <p>Gives well-structured descriptions, explanations and narratives.</p> <p>Applies phrases from story language to their writing.</p> <p>Creates and describes characters and settings.</p> <p>Writes for different purposes – <b>diary entry</b>.</p> <p>Sequences events within their writing.</p> <p>Writes a <b>letter</b> in the role of a character, explaining thoughts and actions.</p>

Cross-- curricular elements)						
<b>Spoken language knowledge</b>  (explicitly teach these parts, model)	Able to participate in <b>discussions</b> about books.  Discusses the sequence of events in books and how items of information are related.  Able to make <b>inferences on the basis of what is being said and done</b> .  Participates in <b>role-play</b> and improvisations.  Re-reads to check writing <b>makes sense</b> .  Begins to <b>proof-read to check for errors in spelling, grammar and punctuation</b> .  Evaluates <b>writing</b> with the teacher and other pupils.	Able to <b>ask relevant questions</b> .  Maintains <b>attention</b> and participates actively in <b>collaborative conversations</b> .  <b>Explains and discusses</b> their understanding of books, poems and other material.  Reads aloud with <b>intonation</b> .  Checks that the text <b>makes sense</b> .  <b>Proof-reads</b> to check for errors in <b>spelling, grammar and punctuation</b> .  <b>Evaluates writing</b> with the teacher and other pupils.	Articulates and justifies answers.  Uses spoken language: <b>speculating, hypothesizing imagining and exploring ideas</b> .  Re-reads to check that writing makes sense  <b>Proof reads</b> for errors in <b>spelling, grammar and punctuation</b> .  <b>Evaluates writing</b> with the teacher and other pupils.  Makes <b>simple additions, revisions and corrections</b> .	Participates in <b>role play</b> .  <b>Discusses and clarifies meanings</b> of words.  <b>Proof-reads</b> to check for errors in <b>spelling, grammar and punctuation</b> .  Makes <b>simple additions, revisions and corrections</b> .	Participates in role-play <b>and improvisations</b> .  Becomes <b>familiar with and retells a wider range of traditional tales</b> .  Plans or says out loud what is going to be written about.  Listens to, <b>discusses and expresses views about a wide range of books at a level beyond that which can be read independently</b> .  Speaks audibly and fluently.  Re-reads to check that their writing makes sense.  Proof-reads to check for errors in spelling, grammar and punctuation.  Makes simple revisions, additions and corrections.	Gives well-structured descriptions, explanations and narratives.  Participates in discussions and role play.  Discusses the sequence of events in books and how items of information are related.  Proof-reads to check for errors in spelling, grammar and punctuation.  Makes simple additions, revisions and corrections.
<b>Sentence knowledge</b>	Punctuates sentences correctly – <b>full stops, capital letters</b> .  Uses capital letters for <b>names</b> .	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).	Continues to punctuate sentences correctly with <b>full stops and capital letters</b> (including <b>capitals for names</b> ).

		Uses <b>commas</b> to separate items in a list.	Writes sentences for different forms: <b>Statement, question, exclamation, command</b> .  Uses punctuation correctly – <b>exclamation marks, question marks, full stops</b> .	Applies accurate use of <b>exclamation marks and question marks</b> .	Uses a range of sentence forms to address the reader (Statement, question, exclamation, command).	Uses a range of sentence forms to address the reader (Statement, question, exclamation, command).
<b>Adjectives</b>	Applies knowledge of adjectives to give well-structured <b>descriptions, explanations</b> and <b>narratives</b> .	Applies <b>clear and precise description about the topic</b> .	Continues to apply <b>clear and precise description about the topic</b> .	Continues to write <b>detailed, descriptive sentences</b> about an image.  Writes in <b>detail</b> and with <b>description that informs the reader</b> .	Continues to apply <b>clear and precise description about the topic</b> .  <b>Adds -er and -est to adjectives to describe</b> .	Continues to apply <b>clear and precise description about the topic</b> .  Continues to apply -er and -est to adjectives.
<b>Adverbs</b>		<b>Adds -ly to turn adjectives into adverbs</b> .  Able to turn adjectives into <b>adverbs</b> .	<b>Continues to use adverbs</b> in writing to enhance descriptions.	<b>Orders events with adverbs of time</b> – firstly, finally, etc.	Continues to use adverbs in writing.	Continues to use adverbs in writing.
<b>Apostrophes</b>				<b>Begins to use a possessive apostrophe</b> (singular).	<b>Begins to use apostrophes for contracted forms</b> .	Continues to use apostrophes for contracted form, and for possession.
<b>Nouns</b>	Uses <b>expanded noun phrases</b> to describe and specify <b>characters</b> .  Uses <b>expanded noun phrases</b> to describe and specify <b>settings</b> .	Continues to use <b>expanded noun phrases</b> to describe.	Continues to use <b>expanded noun phrases</b> to describe.	Continues to use <b>expanded noun phrases</b> to describe.	Continues to use expanded noun phrases to describe and specify.	Continues to use expanded noun phrases to describe and specify.
<b>Verbs</b>	<b>Verbs to indicate time are used correctly and consistently</b> ( <i>were, was, went etc</i> ).	Verbs to indicate time continue to be used consistently and correctly.	Verbs to indicate time continue to be used consistently and correctly.	Verbs to indicate time continue to be used consistently and correctly.	Verbs to indicate time continue to be used consistently and correctly.	Applies tenses appropriately.  Uses past and present tense correctly and consistently

			Past and present tenses are used correctly and consistently, including progressive form.	Present and past tense verbs are used correctly and consistently.  Able to use the progressive form of verbs in the present and past tense.	Present and past tense verbs are used correctly and consistently.	including the progressive form.
Spelling	Applies correct spellings of words. (see spelling grid)	Applies correct spellings of words. (see spelling grid)	Applies correct spellings of words. (see spelling grid)	Applies correct spellings of words. (see spelling grid)	Applies correct spellings of words. (see spelling grid)	Applies correct spellings of words. (see spelling grid)
Suffixes and prefixes						Adds suffixes to spell longer words -ment, -ful.
Homophones					Uses homophones and near homophones.	Continues to use homophones and near homophones.
Conjunctions	Uses coordination 'and' & subordination 'because' correctly in their writing. (already taught in year 1)	Uses co-ordination 'but' and 'or'. (already taught in yr1)	Uses subordination and applies 'because' and begins to use 'when'.	Confidently applies 'because' and 'when' as subordination.  Applies the conjunction 'because' and knows how to use it to explain further.  Able to use subordination – 'that'.	Confidently applies 'because' and 'when' as subordination.  Continues to use subordination 'that', and begins to use 'if'.	Continues to apply all subordination ( <i>that, if, because, when</i> ) and co-ordination ( <i>but, or, and</i> ).

- Highlights where new knowledge is being taught. Be very explicit with this.