DWICH WAR	Year 2 writing termly progression:								
88	Substantive Knowledge								
SCHOO!	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
1105	Troll Swap by Leigh	The Owl who was afraid	Dragon Machine by Helen	Major Glad, Major Dizzy	The Last Wolf by Mini	Grandad's Secret Giant by			
	Hodgkinson	of the dark by Jill	Ward	by Jan Oke	Grey	David Litchfield			
		Tomlinson							
Genre knowledge	Fiction: Narrative writing Know that narrative writing should contain a title. Know how to write about the setting, using adjectives to describe. Know how to write about the characters, using adjectives to describe. Know to include a beginning, build-up, problem, resolution and ending. Know to use exciting and interesting language (adjectives, adverbs, expanded noun phrases).  Able to write a letter. Know that a letter should contain:	Non-chronological report: Know that a non- chronological report includes a topic title that covers the whole subject. Know how to write an introduction using who, what, where. Know how to write information in sections with subheadings. Know how to write facts and include factual language. Know how to draw pictures with captions. Know how to write in the third person. Know how to write in the present tense.  Able to write for different purposes — poetry.  Know there are different types of poem: Rhyming, free verse, shape and acrostic. Know that an acrostic poem is where certain letters of each line spells out a word, name, or phrase when read	Fiction: story Know that narrative writing should contain a title. Know how to write about the setting, using adjectives to describe. Know how to write about the characters, using adjectives to describe. Know to include a beginning, build-up, problem, resolution and ending. Know to use exciting and interesting language (adjectives, adverbs, expanded noun phrases).  Able to make a poster.	Recount: diary entry Know that a diary entry/ recount should contain the following features:  A title that relates to the writing.  A clear opening: An introduction that briefly explains: who, what, where and when.  Chronological order  Detailed descriptions of events  A conclusion: a closing statement with personal comment or summary e.g. What an amazing day we all had! (Exclamation sentence)  Writer's feelings and thoughts.	Persuasive letter: Know that a letter should contain the following features:  sender's address in the right-hand corner. recipients' address on the left hand. date on the right-hand side. a greeting to address who the letter is to, i.e. Dear Mr Pickles a sign off, such as 'From' or 'Yours Sincerely' draws on what is already known a question to make the letter more interesting. Has purpose: to persuade is formal/ informal. Written in the 1st person Uses opening and closing statements	Fiction: story Know that narrative writing should contain a title. Know how to write about the setting, using adjectives to describe. Know how to write about the characters, using adjectives to describe. Know to include a beginning, build-up, problem, resolution and ending. Know to use exciting and interesting language (adjectives, adverbs, expanded noun phrases).  Letter Know that a letter should contain:  the sender's address in the righthand corner. a letter should contain the recipients' address on the left hand. include the date on the right-hand side.			
	address who the	vertically.		T <mark>hank you letter</mark>	Uses key vocabulary	<ul> <li>a greeting to address who the</li> </ul>			

	letter is to, i.e. Dear Mr Pickles  a sign off, such as 'From' or 'Yours Sincerely'.  a question to make the letter more interesting.  has purpose: to persuade, to complain, to give information, to apply for a job, to say thank you, to keep in touch  is formal/ informal.	Know how to keep a rhyming pattern. Know that poem can include a title. Know that a poem contains alliteration and humour. Know that poems should contain interesting verbs and adjectives Know how to compare poems, identifying the same and different. Know that poems can include similes Know that interesting vocabulary should be used. Know about repetition.		Know that a letter should contain the following features:  • sender's address in the right-hand corner.  • recipients' address on the left hand.  • date on the right-hand side.  • a greeting to address who the letter is to, i.e. Dear Mr Pickles  • a sign off, such as 'From' or 'Yours Sincerely'  • draws on what is already known  • a question to make the letter more interesting.  • Has purpose: to say thank you  • is formal/ informal.  • Written in the 1st person  • Uses opening and closing statements  • Uses key vocabulary		letter is to, i.e. Dear Mr Pickles  a sign off, such as 'From' or 'Yours Sincerely'.  a question to make the letter more interesting.  has purpose: to persuade, to complain, to give information, to apply for a job, to say thank you, to keep in touch  is formal/ informal.
Cross curricular elements)	Instructions Know that instructions give clear simple steps. Know that a title explains what the instructions are for.	Instructions Know that instructions give clear simple steps. Know that a title explains what the instructions are for.	Non-chronological report: recount Know how to write a headline and know that it should be positioned at the top of the page.	Recount: Content of the recount includes who, where, when and what. Events are sequences in order with time conjunctions. The title relates to the text.	Poetry Know there are different types of poem: Rhyming, free verse, shape and acrostic. Know that an acrostic poem is where certain letters of each line spells out a word,	Non-chronological report Know that a non- chronological report includes a topic <b>title</b> that covers the whole subject.

Know that as subheading shows each section. Know an opening sentence explains what the instructions are for. Know that instructions are for. Know that instructions are for. Know that imperative verbs should be used to give instruction. Know that the steps should be used to give instruction. Know that the steps should be in chronological order.  Spoken language (knowled) Participates in role-play and improvisations.  Spoken Participates in role-play and improvisations.  Re-reads to check writing makes sense.  Know that instructions are for. Know that imperative verbs should be used to give instruction. Know that the steps should be in chronological order.  Know that the steps should be in chronological order.  Coexisicity teach these parts, model)  Re-reads to check writing makes sense.  Know that the text makes sense.  Know that the text makes sense.  Know that the steps should be inchronological order.  Coexisicity teach these parts, model)  Re-reads to check writing makes sense.  Know that the text makes sense.  Know that the steps should be make inferences on the basis of what is being said and once.  Re-reads to check writing makes sense.  Know that the steps sense.  Know that the steps should be make inferences on the basis of what is being said and improvisations.  Know that the steps should be make inferences on the basis of what is being said and improvisations.  Know that the steps should be make inferences on the basis of what is being said and once.  Re-reads to check writing makes sense.  Know that the steps should be make inferences on the basis of what is being said and may be the concluding paragraph. Know thou to write a tense.  Know that the steps should be make inferences on the basis of what it is establed in the conclusion indudes the last event and how the author felt about the event.  Know that the event.  Know that the steps should be make inferences on the basis of what it is estable.  Know that the steps should be make inferences on the basis of what it is estable and participates activ				1			
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language knowledge  Discusses the sequence of (explicitly teach these parts, model)  Able to make inferences on the basis of what is being said and done.  Participates in role-play and improvisations.  Participates in role-play and improvisations.  Re-reads to check writing  Re-reads to check writing  discussions about books.  Maintains attention and participates actively in collaborative conversations.  Listens to, discusses and clarifies meanings of words.  Plans or says out loud what is going to be written about.  Discusses the sequence of events in books and how items of information are related.  Participates in role-play and improvisations.  Re-reads to check that writing makes sense  Discusses and clarifies meanings of words.  Discusses and clarifies meanings of words.  Becomes familiar with and retells a wider range of traditional tales.  Plans or says out loud what is going to be written about.  Listens to, discusses and expressed items of information are related.  Piscusses the sequence of events in books and how items of information are related.  Re-reads to check that writing makes sense			,				
knowledge  (explicitly teach these parts, model)  Able to make inferences on the basis of what is being said and done.  Participates in role-play and improvisations.  Participates in role-play and improvisations.  Re-reads to check writing  Re-reads to check writing  Checks that the text makes  Maintains attention and participates actively in collaborative conversations.  Uses spoken language: speculating, hypothesizing imagining and exploring ideas.  Uses spoken language: speculating, hypothesizing imagining and exploring ideas.  Discusses and clarifies meanings of words.  Participates in formation are really a wider range of traditional tales.  Explains and discusses their understanding of books, poems and other material.  Re-reads to check that writing makes sense  Discusses and clarifies meanings of words.  Participates in roll-play.  Participates in discussions and role play.  Listens to, discusses and expless of words.  Participates in discussions and role play.  Discusses and clarifies meanings of words.  Plans or says out loud what is going to be written about.  Listens to, discusses and explesion and role play.  Discusses the sequence of read independency.  Explains and discusses their understanding of books, poems and other material.  Re-reads to check that writing makes sense  Checks that the text makes		1		Articulates and justifies	Participates in <b>role play</b> .		
Discusses the sequence of events in books and how items of information are related.  Explains and discusses their understanding of books, poems and other material. Able to make inferences on the basis of what is being said and done.  Participates in role-play and improvisations.  Discusses the sequence of events in books and how items of information are related.  Explains and discusses their understanding of books, poems and other material. Reads aloud with intonation.  Participates in role-play and improvisations.  Discusses the sequence of events in books and how items of information are related.  Explains and discusses their understanding of books, poems and other material. Reads aloud with intonation.  Re-reads to check writing  Discusses the sequence of traditional tales.  Explains and discusses their understanding of books, poems and other material. Reads aloud with intonation.  Re-reads to check that writing makes sense  The meanings of words.  Becomes familiar with and retells a wider range of traditional tales.  Participates in discussions and role play.  Discusses the sequence of events in books and how items of information are related.  Participates in discussions and role play.  Discusses the sequence of events in books and how items of information are related.  Speaks audibly and fluently.		discussions about books.	questions.	answers.		improvisations.	
cexplicitly teach these parts, model   cevents in books and how items of information are related.   collaborative conversations.   Explains and discusses their understanding of books, poems and other material.   Reads aloud with intonation.   Participates in role-play and improvisations.   Re-reads to check writing   Checks that the text makes   Participates in books and how items of information are related.   Speculating, hypothesizing imagining and exploring imagining and explo	knowledge						and narratives.
teach these parts, model)  items of information are related.  Explains and discusses their understanding of books, poems and other material.  Participates in role-play and improvisations.  Reads aloud with intonation.  Re-reads to check writing  items of information are related.  Explains and discusses their understanding of books, poems and other material.  Reads aloud with intonation.  Re-reads to check that writing makes sense  imagining and exploring ideas.  Imagining and exploring ideas.  Plans or says out loud what is going to be written about.  Listens to, discusses and expresses views about a wide range of books at a level beyond that which can be read independently.  Speaks audibly and fluently.		· ·			meanings of words.		
Parts, model)  related.  Able to make inferences on the basis of what is being said and done.  Participates in role-play and improvisations.  Re-reads to check writing  Parts, model)  Explains and discusses their understanding of books, poems and other material.  Reads aloud with intonation.  Re-reads to check that writing makes sense    Re-reads to check writing   Checks that the text makes   Checks that the text makes	,					_	•
Able to make inferences on the basis of what is being said and done.  Participates in role-play and improvisations.  Re-reads to check writing  Explains and discusses their understanding of books, poems and other material.  Reads aloud with intonation.  Re-reads to check writing  Explains and discusses their understanding of books, poems and other material.  Reads aloud with intonation.  Re-reads to check that writing makes sense  Plans or says out loud what is going to be written about.  Listens to, discusses and expresses views about a wide range of books at a level beyond that which can be read independently.  Speaks audibly and fluently.  Speaks audibly and fluently.			collaborative conversations.			traditional tales.	and role play.
Able to make inferences on the basis of what is being said and done.  Participates in role-play and improvisations.  Reads aloud with intonation.  Re-reads to check writing  Able to make inferences on the basis of what is being said and done.  Reads aloud with intonation.  Reads aloud with intonation.  Re-reads to check that writing makes sense  Biscusses the sequence of events in books and how items of information are related.  Re-reads to check that writing makes sense  Speaks audibly and fluently.  Speaks audibly and fluently.	parts, model)	related.	Evaloine and discusses their	ideas.		Diana ar says out loud what is	
the basis of what is being said and done.  Participates in role-play and improvisations.  Reads aloud with intonation.  Re-reads to check that writing makes sense  Participates in role-play and improvisations.  Re-reads to check that the text makes  Pereads to check writing  Checks that the text makes  poems and other material.  Listens to, discusses and expresses views about a wide range of books at a level beyond that which can be read independently.  Speaks audibly and fluently.		Able to make inferences on				•	Discusses the sequence of
and done.  Participates in role-play and improvisations.  Reads aloud with intonation.  Reads aloud with intonation.  Re-reads to check that writing makes sense  Listens to, discusses and expresses views about a wide range of books at a level beyond that which can be read independently.  Speaks audibly and fluently.  Speaks audibly and fluently.			g ,			going to be written about.	·
Participates in role-play and improvisations.  Reads aloud with intonation.  Re-reads to check that writing makes sense  Re-reads to check writing  Reads aloud with intonation.  Re-reads to check that writing makes sense		_	poems and other material.			Listans to discusses and	
Participates in role-play and improvisations.  Re-reads to check that writing makes sense  Re-reads to check writing  Checks that the text makes  Re-reads to check that writing makes sense  Checks that the text makes			Reads aloud with intonation.			*	
improvisations.  Re-reads to check that writing makes sense  Re-reads to check writing  Checks that the text makes  Re-reads to check that writing makes sense  Speaks audibly and fluently.		Participates in <b>role-play</b> and				•	
Re-reads to check that writing makes sense  Re-reads to check that the text makes  Re-reads to check writing  Checks that the text makes  Re-reads to check that the text makes							
Re-reads to check writing  Checks that the text makes  Writing makes sense  Speaks audibly and fluently.		·		Re-reads to check that		The state of the s	
Re-reads to check writing Checks that the text makes				writing makes sense			
Re-reads to check writing Checks that the text makes						Speaks audibly and fluently.	
makes sense. sense.		Re-reads to check writing	Checks that the text makes			, , , , , , , , , , , , , , , , , , , ,	
		makes sense.	sense.				

	Begins to proof-read to check for errors in spelling, grammar and punctuation.  Evaluates writing with the teacher and other pupils.	Proof-reads to check for errors in spelling, grammar and punctuation.  Evaluates writing with the teacher and other pupils.	Proof reads for errors in spelling, grammar and punctuation.  Evaluates writing with the teacher and other pupils.  Makes simple additions, revisions and corrections.	Proof-reads to check for errors in spelling, grammar and punctuation.  Makes simple additions, revisions and corrections.	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.	Proof-reads to check for errors in spelling, grammar and punctuation.  Makes simple additions, revisions and corrections.
Sentence knowledge	Know that a capital letter is used for names of people, places, the days of the week, and the personal pronoun 'I'.  Know that we punctuate sentences using a capital letter.  Know that full stops punctuate sentences.	Know that a capital letter is used for names of people, places, the days of the week, and the personal pronoun 'I'.  Know that we punctuate sentences using a capital letter.  Know that full stops punctuate sentences.  Know that a comma is a punctuation mark that sits on the line.  Know that we use commas to separate items in a list.	Know that we punctuate question sentences with a question marks. Know that 'What, Where, When, why, how, do, if' are question words.  Know that we punctuate exclamation sentences using an exclamation mark. Know that we punctuate command sentences with an exclamation mark or full stop. Know that an exclamation sentence begins with 'what' or 'how'. Know that exclamation sentences include a noun phrase, a pronoun and a verb.  Know that we punctuate command sentences with an exclamation mark or full stop Know that we punctuate statements with a full stop.	No new knowledge	No new knowledge	No new knowledge

Adjectives	No new knowledge – recap from last year.	No new knowledge	Know that adjectives can be used to provide explicit detail to inform the reader – they really know the purpose and need for this.	No new knowledge	Knows that suffixes -er and - est can be added to adjectives to describe and give a comparison.	No new knowledge
Adverbs		Knows that when you add -ly to adjectives, it turns a word into an adverb.  Know that an adverb is a word that tells us more about a verb.  Know that adverbs show us how something happens.	No new knowledge	Know that adverbs of time can be used– firstly, finally, etc.	No new knowledge	No new knowledge
Apostrophes				Know that an <b>apostrophe</b> can be used to show that one thing belongs to or is connected to something. This is called a <b>possessive apostrophe</b> or an apostrophe to show possession.	Know that contracted form is where a new word is made by combining two existing words. Some letters are omitted and replaced with an apostrophe.  Begins to use apostrophes for contracted forms.	No new knowledge.
Nouns	Know that expanded noun phrases add more detail to the noun by adding one or more adjectives.	No new knowledge.	No new knowledge.	No new knowledge.	No new knowledge.	No new knowledge.
Verbs	Know that we write past tense sentences using suffixes using -ed.  Know that we use words such as 'was, had, were' when writing past tense sentences. These are progressive verbs.	Verbs to indicate time continue to be used consistently and correctly.	Know that we write <b>present</b> tense sentences using the suffix -ing. Know that we use words such as 'am, are, is' when writing present tense sentences.	No new knowledge.	No new knowledge.	No new knowledge.

			Know that we write past tense sentences using suffixes using -ed.  Know that we use words such as 'was, had, were' when writing past tense sentences.			
Spelling	(see spelling grid)	(see spelling grid)	(see spelling grid)	(see spelling grid)	(see spelling grid)	(see spelling grid)
Suffixes and prefixes						Know that a suffix is palced at the end of a root word.  Know that the suffix -ment turns a verb into a noun. i.e. excite → excitement.  Know that the suffix -ful is added to a root word to make
Homophones					Knows that a homophone is	them an adjective. i.e. play → playful.  Knows that a homophone is
потпортонеѕ					two or more words having the same pronunciation but different meanings, origins, or spelling, for example new and knew.	two or more words having the same pronunciation but different meanings, origins, or spelling, for example new and knew.
					Knows that a near homophone is a word which is pronounced almost the same as another word but has a different spelling and meaning.	Knows that a near homophone is a word which is pronounced almost the same as another word but has a different spelling and meaning.
Conjunctions	Know that conjunctions connect sentences together.	Know that conjunctions connect sentences together.	Know that conjunctions connect sentences together.	Know that conjunctions connect sentences together.	Know that conjunctions connect sentences together.	Know that conjunctions connect sentences together.
	Know that conjunction come in two forms: co-ordinating	Know that conjunction come in two forms: co-ordinating	Know that conjunction come in two forms: co-ordinating	Know that conjunction come in two forms: co-ordinating	Know that conjunction come in two forms: co-ordinating	Know that conjunction come in two forms: co-ordinating

conjunctions and subordinate	conjunctions and subordinate	conjunctions and subordinate	conjunctions and subordinate	conjunctions and subordinate	conjunctions and subordinate
conjunctions.	conjunctions.	conjunctions.	conjunctions.	conjunctions.	conjunctions.
Know that 'and' is a subordinate conjunction.  Know that 'because' is a subordinating conjunction. It is used to offer an explanation.	Know that 'but' is a co- ordinating conjunction. It is used to offer an alternative.  Know that 'or' is a co- ordinating conjunction. (already taught in yr1)	Know that 'because' is a subordinating conjunction. It is used to offer an explanation.  Know that 'when' is a coordinating conjunction. It is	Know that 'because' is a coordinating conjunction. It is used to offer an explanation.  Know that 'that' is a subordinating conjunction. It	Know that 'because' is a subordinating conjunction. It is used to offer an explanation.  Know that 'when' is a coordinating conjunction. It is	Know that 'because' is a subordinating conjunction. It is used to offer an explanation.  Know that 'when' is a coordinating conjunction. It is
(already taught in yr1)		used to offer more detail.	offers great detail.	used to offer more detail.  Know that 'that' is a subordinating conjunction. It offers great detail.  Know that 'if' is a subordinating conjunction.	used to offer more detail.  Know that 'that' is a subordinating conjunction. It offers great detail.  Know that 'if' is a subordinating conjunction.

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