



Year 2 writing termly progression: Substantive 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>Fiction: Narrative writing</p> <p>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).</p> <p>Able to write a letter.</p> <p>Know that a letter should contain:</p> <ul style="list-style-type: none"> the sender's address in the right-hand corner. a letter should contain the recipients' address on the left hand. include the date on the right-hand side. a greeting to address who the 	<p>Non-chronological report:</p> <p>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.</p> <p>Able to write for different purposes – poetry.</p> <p>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 vertically.</p>	<p>Fiction: story</p> <p>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).</p> <p>Able to make a poster.</p>	<p>Recount: diary entry</p> <p>Know that a diary entry/ recount should contain the following features:</p> <ul style="list-style-type: none"> 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. <p>Thank you letter</p>	<p>Persuasive letter:</p> <p>Know that a letter should contain the following features:</p> <ul style="list-style-type: none"> 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 Uses key vocabulary 	<p>Fiction: story</p> <p>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).</p> <p>Letter</p> <p>Know that a letter should contain:</p> <ul style="list-style-type: none"> the sender's address in the right-hand corner. a letter should contain the recipients' address on the left hand. include the date on the right-hand side. a greeting to address who the

	<p>letter is to, i.e. Dear Mr Pickles...</p> <ul style="list-style-type: none"> • 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. 	<p>Know how to keep a rhyming pattern.</p> <p>Know that poem can include a title.</p> <p>Know that a poem contains alliteration and humour.</p> <p>Know that poems should contain interesting verbs and adjectives</p> <p>Know how to compare poems, identifying the same and different.</p> <p>Know that poems can include similes</p> <p>Know that interesting vocabulary should be used.</p> <p>Know about repetition.</p>		<p>Know that a letter should contain the following features:</p> <ul style="list-style-type: none"> • 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 		<p>letter is to, i.e. Dear Mr Pickles...</p> <ul style="list-style-type: none"> • 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)	<p>Instructions</p> <p>Know that instructions give clear simple steps.</p> <p>Know that a title explains what the instructions are for.</p>	<p>Instructions</p> <p>Know that instructions give clear simple steps.</p> <p>Know that a title explains what the instructions are for.</p>	<p>Non-chronological report: recount</p> <p>Know how to write a headline and know that it should be positioned at the top of the page.</p>	<p>Recount:</p> <p>Content of the recount includes who, where, when and what.</p> <p>Events are sequences in order with time conjunctions.</p> <p>The title relates to the text.</p>	<p>Poetry</p> <p>Know there are different types of poem: Rhyming, free verse, shape and acrostic.</p> <p>Know that an acrostic poem is where certain letters of each line spells out a word,</p>	<p>Non-chronological report</p> <p>Know that a non-chronological report includes a topic title that covers the whole subject.</p>

	<p>Know that a subheading shows each section.</p> <p>Know an opening sentence explains what the instructions are for.</p> <p>Know that instructions need to include a list of things needed.</p> <p>Know that imperative verbs should be used to give instruction.</p> <p>Know that the steps should be numbered.</p> <p>Know that the steps should be in chronological order.</p>	<p>Know that a subheading shows each section.</p> <p>Know an opening sentence explains what the instructions are for.</p> <p>Know that instructions need to include a list of things needed.</p> <p>Know that imperative verbs should be used to give instruction.</p> <p>Know that the steps should be numbered.</p> <p>Know that the steps should be in chronological order.</p> <p>Know how to include adverbs such as 'slowly', 'carefully'.</p>	<p>Know that the report should include facts about the main event.</p> <p>Know how to write a concluding paragraph.</p> <p>Know how to include technical language.</p> <p>Know how to write in the past tense using -ed suffix.</p>	<p>Text is written in the past tense.</p> <p>The conclusion includes the last event and how the author felt about the event.</p>	<p>name, or phrase when read vertically.</p> <p>Know how to keep a rhyming pattern.</p> <p>Know that poem can include a title.</p> <p>Know that a poem contains alliteration and humour.</p> <p>Know that poems should contain interesting verbs and adjectives</p> <p>Know how to compare poems, identifying the same and different.</p> <p>Know that poems can include similes</p> <p>Know that interesting vocabulary should be used.</p> <p>Know about repetition.</p>	<p>Know how to write an introduction using who, what, where.</p> <p>Know how to write information in sections with subheadings.</p> <p>Know how to write facts and include factual language.</p> <p>Know how to draw pictures with captions.</p> <p>Know how to write in the third person.</p> <p>Know how to write in the present tense.</p>
<p>Spoken language knowledge</p> <p>(explicitly teach these parts, model)</p>	<p>Able to participate in discussions about books.</p> <p>Discusses the sequence of events in books and how items of information are related.</p> <p>Able to make inferences on the basis of what is being said and done.</p> <p>Participates in role-play and improvisations.</p> <p>Re-reads to check writing makes sense.</p>	<p>Able to ask relevant questions.</p> <p>Maintains attention and participates actively in collaborative conversations.</p> <p>Explains and discusses their understanding of books, poems and other material.</p> <p>Reads aloud with intonation.</p> <p>Checks that the text makes sense.</p>	<p>Articulates and justifies answers.</p> <p>Uses spoken language: speculating, hypothesizing imagining and exploring ideas.</p> <p>Re-reads to check that writing makes sense</p>	<p>Participates in role play.</p> <p>Discusses and clarifies meanings of words.</p>	<p>Participates in role-play and improvisations.</p> <p>Becomes familiar with and retells a wider range of traditional tales.</p> <p>Plans or says out loud what is going to be written about.</p> <p>Listens to, discusses and expresses views about a wide range of books at a level beyond that which can be read independently.</p> <p>Speaks audibly and fluently.</p>	<p>Gives well-structured descriptions, explanations and narratives.</p> <p>Participates in discussions and role play.</p> <p>Discusses the sequence of events in books and how items of information are related.</p>

	<p>Begins to proof-read to check for errors in spelling, grammar and punctuation.</p> <p>Evaluates writing with the teacher and other pupils.</p>	<p>Proof-reads to check for errors in spelling, grammar and punctuation.</p> <p>Evaluates writing with the teacher and other pupils.</p>	<p>Proof reads for errors in spelling, grammar and punctuation.</p> <p>Evaluates writing with the teacher and other pupils.</p> <p>Makes simple additions, revisions and corrections.</p>	<p>Proof-reads to check for errors in spelling, grammar and punctuation.</p> <p>Makes simple additions, revisions and corrections.</p>	<p>Re-reads to check that their writing makes sense.</p> <p>Proof-reads to check for errors in spelling, grammar and punctuation.</p> <p>Makes simple revisions, additions and corrections.</p>	<p>Proof-reads to check for errors in spelling, grammar and punctuation.</p> <p>Makes simple additions, revisions and corrections.</p>
Sentence knowledge	<p>Know that a capital letter is used for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Know that we punctuate sentences using a capital letter.</p> <p>Know that full stops punctuate sentences.</p>	<p>Know that a capital letter is used for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Know that we punctuate sentences using a capital letter.</p> <p>Know that full stops punctuate sentences.</p> <p>Know that a comma is a punctuation mark that sits on the line.</p> <p>Know that we use commas to separate items in a list.</p>	<p>Know that we punctuate question sentences with a question marks.</p> <p>Know that 'What, Where, When, why, how, do, if' are question words.</p> <p>Know that we punctuate exclamation sentences using an exclamation mark.</p> <p>Know that we punctuate command sentences with an exclamation mark or full stop.</p> <p>Know that an exclamation sentence begins with 'what' or 'how'.</p> <p>Know that exclamation sentences include a noun phrase, a pronoun and a verb.</p> <p>Know that we punctuate command sentences with an exclamation mark or full stop</p> <p>Know that we punctuate statements with a full stop.</p>	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 apostrophe can be used to show that one thing belongs to or is connected to something. This is called a possessive apostrophe 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 present 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.

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

	<p>conjunctions and subordinate conjunctions.</p> <p>Know that 'and' is a subordinate conjunction.</p> <p>Know that 'because' is a subordinating conjunction. It is used to offer an explanation. (already taught in yr1)</p>	<p>conjunctions and subordinate conjunctions.</p> <p>Know that 'but' is a coordinating conjunction. It is used to offer an alternative.</p> <p>Know that 'or' is a coordinating conjunction. (already taught in yr1)</p>	<p>conjunctions and subordinate conjunctions.</p> <p>Know that 'because' is a subordinating conjunction. It is used to offer an explanation.</p> <p>Know that 'when' is a coordinating conjunction. It is used to offer more detail.</p>	<p>conjunctions and subordinate conjunctions.</p> <p>Know that 'because' is a coordinating conjunction. It is used to offer an explanation.</p> <p>Know that 'that' is a subordinating conjunction. It offers great detail.</p>	<p>conjunctions and subordinate conjunctions.</p> <p>Know that 'because' is a subordinating conjunction. It is used to offer an explanation.</p> <p>Know that 'when' is a coordinating conjunction. It is used to offer more detail.</p> <p>Know that 'that' is a subordinating conjunction. It offers great detail.</p> <p>Know that 'if' is a subordinating conjunction.</p>	<p>conjunctions and subordinate conjunctions.</p> <p>Know that 'because' is a subordinating conjunction. It is used to offer an explanation.</p> <p>Know that 'when' is a coordinating conjunction. It is used to offer more detail.</p> <p>Know that 'that' is a subordinating conjunction. It offers great detail.</p> <p>Know that 'if' is a subordinating conjunction.</p>
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- Highlights where new knowledge is being taught. Be very explicit with this.