

### Progression in Writing: Year 2

Composition: planning				Key Learning
	<ul style="list-style-type: none"> <li>Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.</li> <li>Orally rehearse each sentence prior to writing including simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and plan what to write about e.g. story mapping, innovating on a known story, extending vocabulary and ideas</li> <li>Orally rehearse every sentence before writing, including those which have been extended</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and plan what to write about e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</li> <li>Drawing on sentence structures from known texts, orally rehearse every sentence before writing, e.g. This is a story about a rat. Not any old rat but a rat who travelled the highway!</li> </ul>	<ul style="list-style-type: none"> <li>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>Orally rehearse each sentence prior to writing</li> </ul>
Composition: drafting & editing	<ul style="list-style-type: none"> <li>Identify purpose and audience for writing, e.g. to entertain children in Reception with our traditional tales.</li> <li>Discuss the language needed, e.g. story book language; repeated words and phrases to join in with.</li> </ul>	<ul style="list-style-type: none"> <li>Identify purpose and audience for writing, e.g. to entertain our classmates with our explorer stories. Discuss structure needed, e.g. an opening which introduces the character, problem/s and ending. Plan and write clear sections, drafting short sections as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Identify purpose and audience for writing, e.g. to persuade children in Year 1 to visit our farm shop. Discuss the language and structural organisation needed, e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.</li> </ul>	<ul style="list-style-type: none"> <li>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.</li> </ul>
Composition: evaluating & editing	<ul style="list-style-type: none"> <li>Edit and improve own writing with specific guidance from the teacher, e.g. Can you add the question marks to the sentences where they are needed?</li> </ul>	<ul style="list-style-type: none"> <li>Edit and improve own writing with some signposting from the teacher, e.g. I have put a star next to a sentence that I think can be improved. Can you improve it?</li> </ul>	<ul style="list-style-type: none"> <li>Edit and improve own writing in relation to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Edit and improve own writing in relation to audience and purpose</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their writing with adults and peers</li> </ul>
	<ul style="list-style-type: none"> <li>Proofread to check for errors in grammar and punctuation taught.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
Composition: performing	<ul style="list-style-type: none"> <li>Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, e.g. pausing at full stops, question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing with intonation taking note of punctuation to make the meaning clear e.g. pausing at commas which separate items in a list.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing with intonation to make the meaning clear.</li> </ul>
Vocabulary Grammar & punctuation				Key Learning
	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using the joining words and and but (co-ordination).</li> </ul>	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using FANBOYS (co-ordination).</li> </ul>	<ul style="list-style-type: none"> <li>Within their own writing, edit and improve simple and compound sentences using FANBOYS.</li> </ul>	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using FANBOYS. (coordination).</li> </ul>
	<ul style="list-style-type: none"> <li>Use sentences with different forms: questions and exclamations.</li> </ul>	<ul style="list-style-type: none"> <li>Use sentences with different forms: statements and commands</li> </ul>	<ul style="list-style-type: none"> <li>Use and punctuate correctly sentences with different forms: statement, question, command, exclamation</li> </ul>	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, command, and exclamation.</li> </ul>

	<ul style="list-style-type: none"> <li>Secure the use of full stops, capital letters, exclamation marks and question marks.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks</li> </ul>	<ul style="list-style-type: none"> <li>Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks</li> </ul>	<ul style="list-style-type: none"> <li>Secure the use of full stops, capital letters, exclamation marks and question marks.</li> </ul>
		<ul style="list-style-type: none"> <li>Use commas to separate items in a list.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to separate items in a list.</li> </ul>
	<ul style="list-style-type: none"> <li>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes for singular possession in nouns, e.g. the girl's name.</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes for singular possession in nouns, e.g. the girl's name</li> </ul>
	<ul style="list-style-type: none"> <li>Use subordination for time using when e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination for time using before and after e.g. We ate our picnic before we played on the swings; Before we played on the swings, we ate our picnic.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination for time using when, before and after e.g. Mrs Grinling started to cook dinner after the TV programme finished. After the TV programme finished, Mrs Grinling started to cook dinner.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</li> </ul>
	<ul style="list-style-type: none"> <li>Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination for reason using if eg. If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination for reason using because and if e.g. I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the subordinating conjunction that in oral sentences using starter prompts, e.g. I hope that ...; My teacher told me that...; He said that...</li> </ul>	<ul style="list-style-type: none"> <li>Use the subordinating conjunction that in sentences and use in narrative writing, e.g. Dougal said that he would love to stay</li> </ul>	<ul style="list-style-type: none"> <li>Use the subordinating conjunction that in sentences and use these in non-fiction writing such as a recount or letter, e.g. I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</li> </ul>	<ul style="list-style-type: none"> <li>Use the subordinating conjunction that in a sentence, e.g. I hop</li> </ul>
	<ul style="list-style-type: none"> <li>Identify, understand and select verbs to complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Generate, select, and effectively use verbs</li> </ul>	<ul style="list-style-type: none"> <li>Independently, edit and improve own writing by strengthening the use of verbs</li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use verbs</li> </ul>
	<ul style="list-style-type: none"> <li>Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. She is watching television. I am reading my favourite book.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. He was singing at the top of his voice. They were flying through space.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress</li> </ul>	<ul style="list-style-type: none"> <li>Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress</li> </ul>
	<ul style="list-style-type: none"> <li>Use past tense accurately and consistently for narratives, recounts and historical reports</li> </ul>	<ul style="list-style-type: none"> <li>Use present tense accurately and consistently for non-chronological reports and persuasive adverts.</li> </ul>	<ul style="list-style-type: none"> <li>Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports</li> <li>Use present tense for non chronological reports and persuasive adverts..</li> </ul>
	<ul style="list-style-type: none"> <li>Identify, understand and select nouns to complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Generate, select and effectively use nouns</li> </ul>	<ul style="list-style-type: none"> <li>Independently, edit and improve own writing by strengthening the use of nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use nouns.</li> </ul>
	<ul style="list-style-type: none"> <li>Generate, select and effectively use adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Edit and improve own writing by strengthening the use of adjectives to</li> </ul>	<ul style="list-style-type: none"> <li>Identify, generate and effectively use noun phrases, e.g. the blue butterfly</li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use adjectives</li> </ul>

		create simple noun phrases, e.g. the ferocious green dragon.	with shimmering wings (for description), granulated sugar (for specification).	
	<ul style="list-style-type: none"> <li>Identify, understand and select adverbs to complete sentences.</li> </ul>		<ul style="list-style-type: none"> <li>Independently, edit and improve own writing by strengthening the use of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use adverbs.</li> </ul>