



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



Progression in Writing: Year 2

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> • Fables (Aesop's Fables) • Fantasy (Tuesday) • Instructions • Non Chronological Report • Recount 	<p>Fables</p> <ul style="list-style-type: none"> • Simple structure with a beginning, a complication and resolution. • Establish the setting in the first line and introduce the main characters as soon as you can. • Short in length with only a few characters which are often animals which act like humans. • Give clues to your reader about what might happen next e.g. a greedy fox watches the chickens from behind a tree. • The main characters give your story its title e.g. The Fox and The Crow. • Little description or character development due to simple structure. Characterisation is limited but specific e.g. a lazy duck is making his way to the river. • Story's purpose is to convey a moral or message which is always clearly stated at the end. • Conjunctions are an important language feature to show cause and effect. <p>Fantasy</p> <ul style="list-style-type: none"> • Could be a simple chronological narrative set in a fantasy world but some fantasy 	<ul style="list-style-type: none"> • Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command. • Use co-ordinating conjunctions (or, and, but). • Use subordinating conjunctions (when, if, because). • Use expanded noun phrases for description and specification. • Uses present and past tense correctly and consistently, including the progressive form.

	<p>narratives extend the 'fantastic' element to the structure as well.</p> <ul style="list-style-type: none"> • Description is very important because fantasy uses settings and often characters that must be imagined by the reader. • Use similes to help the reader imagine what is being described more clearly. • Ensure description does not overshadow the narrative. <p>Instructions</p> <ul style="list-style-type: none"> • Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: <ul style="list-style-type: none"> - Statement of purpose, list of materials of ingredients, sequential steps. - Direct/ imperative language - Use of adjectives and adverbs limited to giving essential information • As part of a group with the teacher, compose a set of instructions with additional diagrams. • Write simple instructions independently. <p>Non Chronological Report</p> <ul style="list-style-type: none"> • After a practical activity or undertaking some research in books or online take part in a discussion in another curriculum subject. • Distinguish between a single member of a group and the group in general e.g. a particular dog or a dog in general. • Read texts containing information in a simple report format. 	
--	--	--

	<ul style="list-style-type: none"> • Assemble information on another subject and use a template for writing a report on it using appropriate language to present and categorise ideas. • Use headings and sub-headings to organise information. <p>Recount (from a fictional character's viewpoint)</p> <ul style="list-style-type: none"> • Describe incidents from a familiar narrative in an audible voice using sequencing words and phrases such as, then and after that. Do this in the first person, in character. Listen to others' recounts and ask relevant questions. • Read personal recounts and begin to recognise their generic structure e.g. ordered sequence of events, use of words like first, next, after and when. • Write simple first-person recounts linked to a story using the language of texts read as models for own writing maintaining consistency in tense and person. 	
Word Level	Punctuation	Spelling
<ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness and –er. • Compound nouns • Formation of adjectives using suffixes such as –full and –less. • Use of the suffixes –er and –est to form comparisons of adjectives and adverbs. • To use –ly to turn adjectives into adverbs. 	<ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamation marks • Commas to separate items in a list • Apostrophes to mark contracted forms in spelling • Apostrophes to mark singular possessions in nouns 	<ul style="list-style-type: none"> • Common exception words (CEW) • High frequency words – the first 200 from Letters and Sounds. • Homophones and near homophones e.g. their/ there/ they're, hear/here, sea/see. • Words with alternative pronunciations from Letters and Sounds Phase 5. • Words with the j sound spelt ge and dge. • Words with the s sound spelt c before 'e', 'l', 'y' • Words ending –le, el, al, il. • Adding –ies to nouns and verbs ending y. • Adding –ed, –ing, –er, –est, –y to a root word ending in y with a consonant before it. • Adding –ing, –ed, –er, –est –y to words ending e with a consonant before it.

		<ul style="list-style-type: none"> • Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single letter after a short vowel. • Words with the suffixes –ment, -ness, -ful, -less, and –ly. • Words ending in –tion. • Words with the n sound spelt kn and gn at the beginning of words. • Words spelt with the r sound spelt wr at the beginning of words. • Words with contractions e.g. didn't, can't. • Words using the possessive apostrophe (singular) e.g. the man's hat.
Handwriting	Plan, draft, evaluate and edit.	Terminology
<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another. • Start using some of the diagonal and horizontal strokes needed to join letters. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of the letters. 	<p>Plan</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about. • Writing down ideas or keywords including new vocabulary. • Encapsulating what they want to say sentence by sentence. <p>Evaluate and Edit</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils. • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form. • Proof-reading to check for errors in spelling, grammar and punctuation. • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Verb • Past tense/ present tense • Adjective • Noun • Noun phrase • Adverb • Statement • Question • Exclamation • Command • Apostrophe • Comma • Compound • Suffix.