

## TEAM Writing Progression 4 Purposes Y2

Year 2	Autumn 1	Autumn 2
	Writing to Entertain	Writing to Entertain
Decision Spelling	Meta language and word quizzes with common exception word list (1 week) Personal spelling lists and coaching (2 weeks) Long A Phoneme (1 week) Long E phoneme (1 week) Homophones (1 week)	Creating Personal Spelling lists and coaching (1 week) Long I phoneme (1 week) Long O phoneme (1 week) Long U phoneme (1 week) Initial /n/ and /r/ phonemes (silent K and W) (1 week) Reviewing Personal spelling lists; coaching and making adjustments for the new term (1 week)
Handwriting	To form lower case letters of the correct size, relative to one another. To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To use spacing between words that reflects the size of the letters.	To begin to use the diagonal and horizontal strokes needed to join letters.
Sentence Structure	To use some features of written Standard English. To using co-ordination (or/and/but). To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops,	To use the present tense and the past tense mostly correctly and consistently. To recognise and use the terms present tense, past tense, verb
Composition	To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To write narratives about personal experiences and those of others (real and fictional). To write about real events. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To write simple poetry. To write narratives about personal experiences and those of others (real and fictional). To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils To read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2	Spring 1	Spring 2
	Writing to Inform	Writing to Entertain
Decision Spelling	<p>Meta language and word quizzes with common exception word list (1 week)</p> <p>/j/ phoneme (1 week)</p> <p>OR phoneme (1 week)</p> <p>Suffixes (2 weeks)</p>	<p>/shun/ as tion (2 weeks)</p> <p>Homophones (1 week)</p> <p>Review of personal spelling list with spelling coach and making adjustments for the new term (1 week)</p>
Handwriting	<p>To form lower case letters of the correct size, relative to one another.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	
Sentence Structure	<p>To using co-ordination (or/and/but).</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including: commas to separate lists</p> <p>To recognise and use the term adverb.</p>	<p>To use some features of written Standard English.</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including: commas to separate lists</p>
Composition	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To write about real events.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To write simple poetry.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>

Year 2	Summer 1	Summer 2
		Writing to Inform
Decision Spelling	Meta language and word quizzes with common exception word list (1 week) /ul/ phoneme (2 weeks) Apostrophes for Contraction and possession (2 weeks)	Homophones (1 week) Hard and soft C and G (2 weeks) Review of personal spelling list with spelling coach and making adjustments for the new year (1 week)
Handwriting	To form lower case letters of the correct size, relative to one another. To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters.	
Sentence Structure	To using co-ordination (or/and/but). To use the full range of punctuation taught at key stage 1 mostly correctly including: apostrophes for contraction To use the present tense and the past tense mostly correctly and consistently. To use the full range of punctuation taught at key stage 1 mostly correctly including: apostrophes to mark singular possession	To use some features of written Standard English. To use some subordination (when/if/ that/because). To form sentences with different forms: statement, question, exclamation, command.
Composition	To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To write about real events. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To write simple poetry. To write narratives about personal experiences and those of others (real and fictional). To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To read aloud what they have written with appropriate intonation to make the meaning clear.