



St John's Church of England Academy – Writing Progression

Year 2

Text Types T4W

Fiction – Conquering the Monster Tale, Finding Tale, Journey Tale (with predictable language)

Non – Fiction - Explanation, Instruction, Persuasion, Non-chronological report, Recount

Poetry – rhyming couplets

Transcription		Composition		Terminology
Spelling	Handwriting	Composition and Purpose	Vocabulary, Grammar and Punctuation	
<p>Sufficient evidence shows the ability to...</p> <p>Write from memory, simple dictated sentences which include familiar words and GPCs.</p> <p>Spell common decodable two and three syllable words which include familiar graphemes.</p> <p>Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.</p> <p>Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.</p> <p>Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.</p> <p>Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</p>	<p>Evidence:</p> <p>Holds pencil correctly.</p> <p>Writing is legible.</p> <p>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</p> <p>Spacing is appropriate to the size of letters.</p> <p>Some letters are joined correctly, according to the school's handwriting approach.</p>	<p>Sufficient evidence shows the ability to...</p> <p>Compose sentences orally.</p> <p>Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing. Proof read for errors.</p> <p>Evaluate word choice, grammar and punctuation; make revisions.</p>	<p>Sufficient evidence shows the ability to...</p> <p>Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</p> <p>Co-ordinate sentences using and, or, but.</p> <p>Sometimes use subordination e.g. when, if, because.</p> <p>Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.</p> <p>Identify word classes: noun, adjective, verb and adverb.</p> <p>Choose the past or present tense appropriately.</p> <p>Experiment with the progressive form e.g. she was swimming.</p> <p>Use appropriate features of Standard English.</p>	<p>Sentence</p> <p>Full stops</p> <p>Capital Letter</p> <p>Question Mark</p> <p>Exclamation Mark</p> <p>Bullet Points</p> <p>Capital letters for names.</p> <p>singular/plural</p> <p>Noun</p> <p>Verb</p> <p>Determiners</p> <p>Adjectives</p> <p>Similes- Like and as</p> <p>Alliteration</p> <p>Conjunction</p> <p>apostrophe contractions</p> <p>Introduce</p> <p>Noun phrase</p> <p>Statement/Question</p> <p>Exclamation/Command</p> <p>Compound</p> <p>speech marks</p> <p>suffix</p> <p>verb/adverb/bossy verbs</p> <p>tense – past, present, future.</p> <p>generalisers e.g. most dogs, some cats, few people</p> <p>comma</p> <p>rhythm/rhyme</p> <p>fact/opinion</p>