



# Hardwicke Parochial Primary Academy - Writing Progression Grid: Year Two



Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Genre</b>	<ul style="list-style-type: none"> <li>Diary Writing</li> <li>Instructions</li> <li>Narrative (Finding Tale)</li> </ul>	<ul style="list-style-type: none"> <li>Recounts</li> <li>Narrative (Meeting Tale)</li> <li>Poetry (Calligrams)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative (Overcoming the Monster Tale)</li> <li>Letter writing</li> </ul>	<ul style="list-style-type: none"> <li>Report Writing (NCR)</li> <li>Poetry (Cinquain and quatrain)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative (Losing tale)</li> <li>Biography</li> </ul>	<ul style="list-style-type: none"> <li>Narrative (Myths/ Fables/ Creation story)</li> <li>Letter Writing</li> <li>Poetry (Alliteration and onomatopoeia)</li> </ul>
<b>Grammar Vocabulary Punctuation</b>	<ul style="list-style-type: none"> <li>Revise: consistently demarcate sentences with capital letters, full stops, question marks and exclamation marks</li> <li>Use sentences with different forms: statements, commands, questions, exclamations</li> <li>Begin to use commas in lists.</li> </ul>	<ul style="list-style-type: none"> <li>To use commas in lists.</li> <li>Begin to use simple noun phrases to describe and specify people, places and things.</li> <li>Begin to use co-ordinating conjunctions to form compound sentences (or, but, yet, so)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use subordinating conjunctions to add extra information (when, if, that, because)</li> <li>Use apostrophes for the contracted form.</li> <li>Use accurate verb/ tense and subject/verb agreement (Use present and past tense mostly correctly and consistently)</li> </ul>	<ul style="list-style-type: none"> <li>To use simple noun phrases to describe and specify people, places and things.</li> <li>To use co-ordinating conjunctions to form compound sentences (or, but, yet, so)</li> </ul>	<ul style="list-style-type: none"> <li>Use the progressive (continuous) form in the present and past tense</li> <li>Use apostrophes for singular possession</li> </ul>	<p><b>(revision and embedding)</b></p> <ul style="list-style-type: none"> <li>Use a variety of simple, compound and complex sentences (coordinating and subordinating conjunctions)</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others</li> <li>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>Can spell Y2 common exception words and homophones</li> <li>Can spell words using Y2 suffixes and rules for plurals Use suffixes -er, and -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest</li> <li>Can spell words containing the range of Y2 phonemes</li> </ul>					
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>					
<b>Composite Task</b>	<ul style="list-style-type: none"> <li>Write a diary entry</li> <li>Write a set of instructions.</li> <li>Write a finding tale using own story plan.</li> <li>Write for different purposes to develop positive attitudes and stamina for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write a detailed recount of a first-hand experience.</li> <li>Write a meeting tale using own story plan.</li> <li>Write a calligram.</li> <li>Write for different purposes to develop positive attitudes and stamina for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write a monster tale using own story plan.</li> <li>Write a letter.</li> <li>Write for different purposes to develop positive attitudes and stamina for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write a Non-chronological report.</li> <li>Write a poem.</li> <li>Write for different purposes to develop positive attitudes and stamina for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write a losing tale using own story plan.</li> <li>Write a biography of a well-known person.</li> <li>Write for different purposes to develop positive attitudes and stamina for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write a myth or fable using own story plan.</li> <li>Write a letter.</li> <li>Write a poem.</li> <li>Write for different purposes to develop positive attitudes and stamina for writing.</li> </ul>
<b>Non-negotiables</b>	<ul style="list-style-type: none"> <li>Use finger spaces / Leaving spaces between words</li> <li>Demarcate sentences using a capital letter and full stop</li> <li>Terminology: pronoun (and simple pronouns e.g. she, her, him etc.)</li> <li>Use a capital letter for the names of people and the personal pronoun 'I'</li> <li>Use a capital letter for the names of places and days of the week</li> <li>Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.</li> </ul>					