

Year 2 Writing Progression Map

Composition	Punctuation	Grammar	Spelling	Handwriting
<ul style="list-style-type: none"> ▪ I develop stamina for writing by writing for different purposes. <i>(Real and fictional/own and other's experiences- including simple narratives, poems and recounts)</i> ▪ I plan and discuss the content of my writing. <i>(Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)</i> ▪ I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. <i>(Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate')</i> ▪ I write, from memory, simple dictated sentences. ▪ I proof-read to check for errors in spelling, grammar and punctuation. <i>(Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</i> ▪ I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing. 	<ul style="list-style-type: none"> ▪ I use full stops and capital letters- most are correct. <i>(This will be consistent across a range of dictated and independent writing)</i> ▪ I mostly use exclamation and question marks accurately to demarcate sentences. ▪ I use capital letters for the personal pronoun I and for most proper nouns. ▪ I begin to use commas to separate items in a list. ▪ I sometimes use apostrophes for singular possession. 	<ul style="list-style-type: none"> • My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. • I use expanded noun phrases to describe, expand and specify. <i>(‘the delicate, blue butterfly flew off into the humid, summer sky’)</i> • I use subordination (using when, if, that or because). <i>(Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.)</i> • I use sentences with different forms: statements, questions, exclamations and commands. <i>(‘The colourful butterfly flew from flower to flower’ ‘Where do clouds come from?’ ‘What big eyes you have!’ Sift the flour and mix the other ingredients’)</i> • I use co-ordination (using or, and or but) <i>You remembered your book bag but forgot your packed lunch.)</i> • I use present and past tenses correctly and consistently including the progressive form. <i>(Consistently makes the correct choice eg: ‘She is drumming; she drummed, she was drumming’)</i> • I use adjectives, adverbs and expanded noun phrases to add detail and specify. 	<ul style="list-style-type: none"> • I segment spoken words into phonemes and record these as graphemes. <i>(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, diffrent)</i> • I spell longer words using suffixes such as ment, ness, ful, less, ly <i>(Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)</i> • I spell common exception words (door, because, sugar, people, - see Year 2 spelling list) • I use apostrophes for the most common contracted words. <i>(e.g. don't, won't, I'll, I'm, won't)</i> • I spell words with different spellings <i>(multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)</i> • I identify and apply my knowledge of homophones/ near homophones <i>(There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</i> 	<ul style="list-style-type: none"> • I use some of the diagonal and horizontal strokes needed to join letters. • I understand which letters, when adjacent to one another, are best left unjoined. • I write capital letters (and digits) of the correct size/ orientation to one another. • I use spacing between words that reflects the size of the letters. • I form lower case letters of the correct size relative to one another.