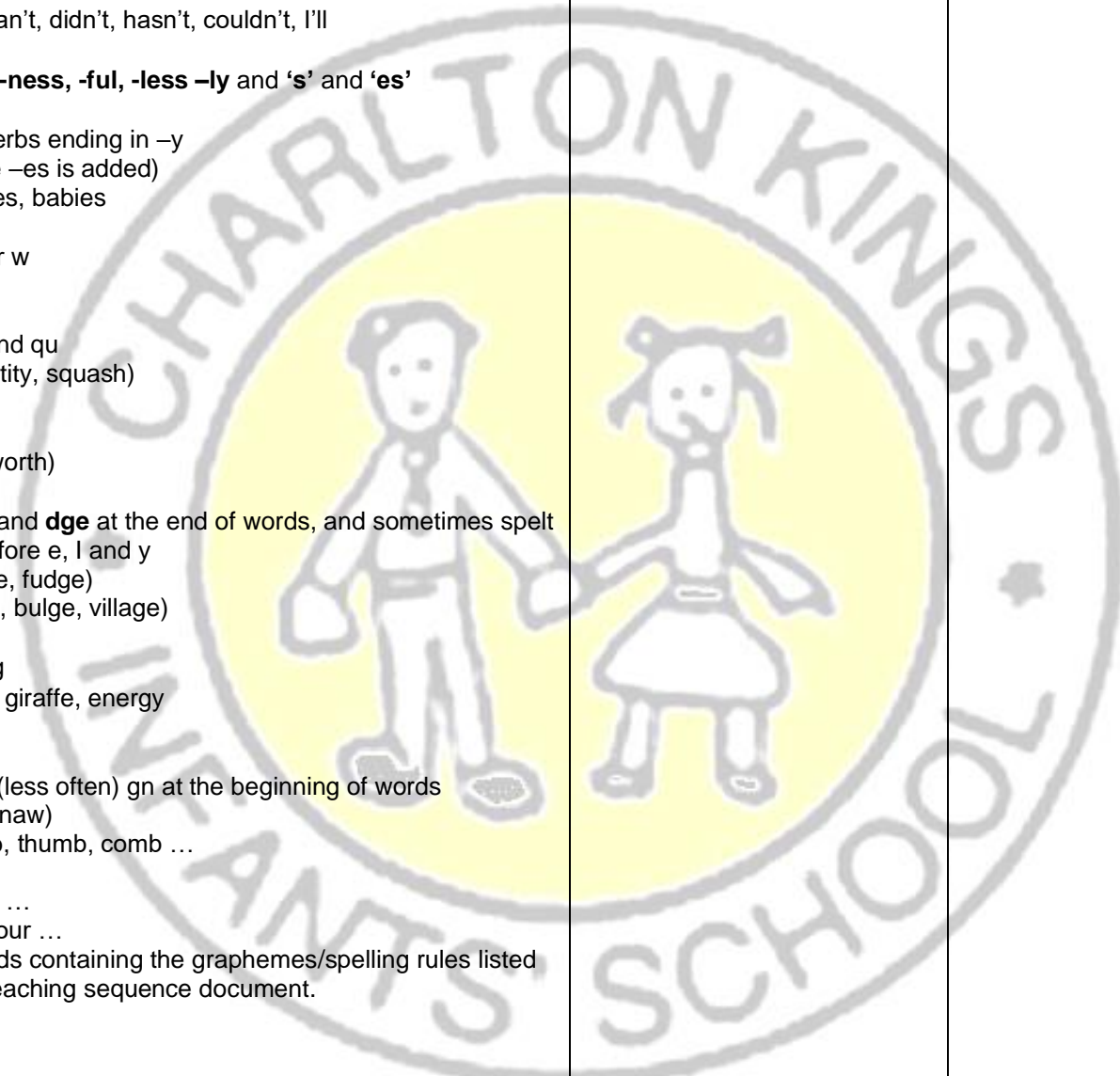


Year 2 Term 1 English - Writing Progression Document

Spelling	Handwriting	Punctuation	Grammar
<p>Are secure in spelling Y1 CEWs</p> <ul style="list-style-type: none"> The /r/ sound spelt wr at the beginning of words (write, written, wrote, wrong, wrap) The /i:/ sound spelt -ey key, donkey, monkey, chimney, valley <p>The plural of these words is formed by the addition of -s (donkeys, monkeys etc.)</p> <ul style="list-style-type: none"> The /ai/ sound spelt -y at the end of words <p>This is by far the most common spelling for this sound at the end of words cry, fly, dry, try, reply, July</p> <ul style="list-style-type: none"> The /ɔ:/ sound spelt a before l ll - ('or') sound is usually spelt as before l and ll - all, ball, call, walk, talk, always 	<p>Y1 objectives secure (lower case letters sit on the line with correct ascenders and descenders, finger spaces used consistently, forms capital letters and all digits 0-20 correctly).</p> <p>Please see handwriting progression (Sept 22)</p>	<ul style="list-style-type: none"> Uses capital letters and full stops in at least 75% of sentences. Consistently uses capital letters for names and pronoun I. Uses ? and ! correctly in appropriate sentences. 	<ul style="list-style-type: none"> To use 'and' to join two clauses To use 'because' and 'but' to join two clauses with increasing accuracy To write questions using question marks correctly To be able to write a command sentence correctly
<p>Amended list 2021: child, children, would, should, could, again, because, every, everybody, any, many, Christmas, both, cold, gold, hold, told, old, most, only, sugar, sure</p>			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear 			

Year 2 Term 2 English - Writing Progression Document

Spelling	Handwriting	Punctuation	Grammar
<ul style="list-style-type: none"> Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it The y is changed to 'i' before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i>. Copied, copier, happier, happiest, cried, replied but copying crying, replying Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. eg hiking, hiked, hiker, nicer, nicest, shiny Exception: being Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, and /ʌ/ sound (i.e. to keep the vowel 'short') patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny To identify and use homophones and near homophones – to know the difference in meaning between homophones – eg; there/their/they're here/hear, see/sea, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, bare/bear, quite/quiet The /l/ or /el/ sound spelt – 'el' at the end of words (camel, tunnel, squirrel, travel, towel, tinsel) The /l/ or /el/ sound spelt – 'le' at the end of words (table, apple, bottle, little, middle) The /l/ or /əl/ sound spelt – 'al' at the end of words not many nouns end in -al, but many adjectives do metal, pedal, capital, hospital, animal Words ending -il' There are not many of these words - pencil, fossil, nostril To understand the possessive apostrophe (singular nouns) – Megan's, Ravi's 	<p>Please see handwriting progression (Sept 22)</p>	<ul style="list-style-type: none"> Uses apostrophe correctly for possession and contraction. Uses commas correctly in lists. Uses capital letters and full stops in all sentences. 	<p>Suffixes – ed, ing, ly, er, est, s, es, -y</p> <p>Suffixes – ful, less, ness, ment</p> <p>Is able to use rules to add suffixes correctly.</p> <p>Prefix – un</p> <p>To use – when, if, that, or, so - to join two clauses with increasing accuracy.</p> <p>To use 'because' and 'but' to join two clauses together correctly.</p> <p>To use expanded noun phrases for description.</p> <p>To be able to write an exclamation correctly (what, how and verb)</p> <p>Using 'ed', 'ing', past and present correctly and consistently.</p>

<p>the girl's, the child's, the man's</p> <ul style="list-style-type: none"> • To use contractions – eg; can't, didn't, hasn't, couldn't, I'll • To use the suffixes -ment, -ness, -ful, -less -ly and 's' and 'es' • To add -es to nouns and verbs ending in -y (the y is changes to i before -es is added) Eg; flies, tries, replies, copies, babies • The /ɔ:/ sound spelt ar after w (war, warm, towards) • The sound spelt a after w and qu (want, watch, wander, quantity, squash) • The sound spelt or after w (word, work, worm, world, worth) • The /dz/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, l and y (badge, edge, bridge, dodge, fudge) (age, huge, change, charge, bulge, village) • Soft 'c' as in city, ice, ceiling • Soft 'g' - gem, giant, magic, giraffe, energy <p>Silent letters – k, g, b, s, c, h -</p> <ul style="list-style-type: none"> • The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, know, knee, gnat, gnaw) Silent 'b' – as in lamb, climb, thumb, comb ... Silent 's' – island, isle ... Silent 'c' – scissors, muscle ... Silent 'h' – honest, ghost, hour ... <p>Beginning to correctly spell words containing the graphemes/spelling rules listed in term 2 of the CKIS phonics teaching sequence document.</p> <p>CEWs: Amended 2021 list: behind, find, kind, mind, wild, climb, door, floor, poor, half, hour, after, pass, grass, class, path, bath, past, fast, last, plant, water</p>			
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<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none">○ writing narratives about personal experiences and those of others (real and fictional)○ writing about real events○ writing poetry○ writing for different purposes• consider what they are going to write before beginning by:<ul style="list-style-type: none">○ planning or saying out loud what they are going to write about○ writing down ideas and/or key words, including new vocabulary○ encapsulating what they want to say, sentence by sentence• make simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none">○ evaluating their writing with the teacher and other pupils○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)• read aloud what they have written with appropriate intonation to make the meaning clear			



Year 2 Term 3 English - Writing Progression Document

Spelling	Handwriting	Punctuation	Grammar
<ul style="list-style-type: none"> Words ending in –tion (station, fiction, motion, section) Words ending in –sion (tension, mansion etc) The /z/ sound spelt s (television, treasure, usual) The /ʌ/ sound spelt o - other, mother, brother, nothing, Monday ough – taught, laugh ough – bough, enough, tough, through igh – neighbour, eight, weight, height aigh – straight, straighten <p>Beginning to correctly spell words containing the graphemes/spelling rules listed in term 2 of the CKIS phonics teaching sequence document.</p> <p>CEWs:</p> <p>Amended 2021 list: beautiful, pretty, break, steak, great, Mr, Mrs, money, parents, people, who, whole, prove, improve, move, busy, clothes, eye, even, father</p>	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words than reflects the size of the letters. Beginning to use the joins taught and also understand that some letters, when adjacent to one another, are best left un-joined. <p>Please see handwriting progression (Sept 22)</p>	<p>Learns how to use both familiar and new punctuation correctly.</p>	<p>Learn how to use:</p> <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify. The present and past tenses correctly and consistently including the progressive form. Subordination (using when, if, that, or, because) and co-ordination (using or, and, but). The grammar for year 2 in English Appendix 2. Some features of written standard English. <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Word: Formation of nouns using suffixes such as –ness, -er and by compounding (eg whiteboard, superman) Formation of adjectives using suffixes such as –ful, -less Use of the suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p> <p>Sentence: Subordination (using when, if, that, because) and co-ordination (using or, but and so). Expanded noun phrases for description and specification (eg the blue butterfly, plain flour, the man in the moon). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command).</p> <p>Text: Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg; she is drumming, he was shouting).</p> <p>Terminology for pupils: Noun, noun phrase, simple sentence statement, question, exclamation, command compound sentence, suffix adjective, adverb, verb</p>

		tense (past and present) apostrophe, comma, contraction, possession, singular, plural
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear 		

