



Mark First and Preschool CE Academy: WRITING PROGRESSION in Year Two
National Curriculum Objectives

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- use spacing between words that reflects the size of the letters.

Handwriting (Penpals Sequence)

Autumn Term	Spring Term	Summer Term
1 Practising diagonal join to ascender: th, ch 2 Practising diagonal join, no ascender: ai, ay 3 Practising diagonal join, no ascender: ir, er 4 Practising horizontal join to ascender: wh, oh 5 Practising horizontal join, no ascender: ow, ou 6 Introducing diagonal join to e: ie, ue 7 Introducing horizontal join to e: oe, ve 8 Introducing ee 9 Practising diagonal join, no ascender: le 10 Writing numbers 1–100	11 Introducing diagonal join to anticlockwise letters: ea 12 Practising diagonal join to anticlockwise letters: igh 13 Practising diagonal join to anticlockwise letters: dg, ng 14 Introducing horizontal join to anticlockwise letters: oo, oa 15 Practising horizontal join to anticlockwise letters: wa, wo 16 Introducing mixed joins for three letters: air, ear 17 Practising mixed joins for three letters: oor, our 18 Practising mixed joins for three letters: ing 19 Size and spacing 20 End-of-term check	21 Building on diagonal join to ascender: ck, al, el, at, il, ill 22 Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip 23 Building on horizontal join to ascender: ok, ot, ob, ol 24 Building on horizontal join, no ascender: oi, oy, on, op, ov 25 Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag 26 Building on horizontal join to anticlockwise letters: oc, og, od, va, vo 27 Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks 28 Practising joining ed and ing 29 Assessment 30 Capitals

Writing Composition

Planning	Drafting	Editing	Performing
Plan writing 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 	Draft and write by: <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	Evaluate and edit 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 	Performing writing: <ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear

Grammatical Terminology

Revise Year One Terminology:

letter	capital letters	word	singular	plural
sentence	punctuation	full stop	question mark	exclamation mark

Year Two Terminology:

noun	noun phrase	statement	question	exclamation
command	compound	adjective	verb	suffix
adverb	tense (present, past)	apostrophe	comma	

Vocabulary, Grammar and Punctuation

Vocabulary:

- expanded noun phrases to describe and specify

Grammar:

- sentences with different forms: statement, question, exclamation, command
- 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, or but)
- some features of written Standard English
- suffixes to form new words (-ful, -er, -ness)
- sentence demarcation
- commas in lists
- apostrophes for omission and singular possession

Punctuation:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Spelling

Common Exception Words

* spell most Year 1 and Year 2 common exception words correctly.

Phonic Knowledge

- segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).

Further Spelling Conventions

- spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.
- learn the possessive singular apostrophe (e.g. the girl's book).
- write, from memory, simple sentences dictated by the teacher

Spelling Rules and Guidance

Apply further Year 2 spelling rules and guidance*, which includes:

- * the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);
- * the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);
- * the /r/ sound spelt 'wr' (e.g. write, written);
- * the /l/ or /ɔl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);
- * the /aɪ/ sound spelt -y (e.g. cry, fly, July);
- * adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);
- * adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;
- * adding the endings -ing, -ed, -er, -est and -y to words ending in -e with
- * a consonant before (including exceptions);
- * adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);
- * the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);
- * the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);
- * the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);
- * the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)
- * the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);
- * the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);
- * the /z/ sound spelt 's' (e.g. television, usual).