



**Shotton Hall Primary School**

Working together to

**SHINE**

**Successful, Happy, Inspired and Nurtured towards Excellence**



## Progression in Writing: Year 2

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> <li>• Fables (Aesop's Fables)</li> <li>• Fantasy (Tuesday)</li> <li>• Instructions</li> <li>• Non Chronological Report</li> <li>• Recount</li> </ul>	<p><b>Fables</b></p> <ul style="list-style-type: none"> <li>• Simple structure with a beginning, a complication and resolution.</li> <li>• Establish the setting in the first line and introduce the main characters as soon as you can.</li> <li>• Short in length with only a few characters which are often animals which act like humans.</li> <li>• Give clues to your reader about what might happen next e.g. a greedy fox watches the chickens from behind a tree.</li> <li>• The main characters give your story its title e.g. The Fox and The Crow.</li> <li>• Little description or character development due to simple structure. Characterisation is limited but specific e.g. a lazy duck is making his way to the river.</li> <li>• Story's purpose is to convey a moral or message which is always clearly stated at the end.</li> <li>• Conjunctions are an important language feature to show cause and effect.</li> </ul> <p><b>Fantasy</b></p>	<ul style="list-style-type: none"> <li>• Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command.</li> <li>• Use co-ordinating conjunctions (or, and, but).</li> <li>• Use subordinating conjunctions (when, if, because).</li> <li>• Expanded noun phrases for description and specification.</li> <li>• Uses present and past tense correctly and consistently, including the progressive form.</li> </ul>

	<ul style="list-style-type: none"> <li>• Could be a simple chronological narrative set in a fantasy world but some fantasy narratives extend the 'fantastic' element to the structure as well.</li> <li>• Description is very important because fantasy uses settings and often characters that must be imagined by the reader.</li> <li>• Use similes to help the reader imagine what is being described more clearly.</li> <li>• Ensure description does not overshadow the narrative.</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Listen to and follow a series of more complex instructions.</li> <li>• Give clear oral instructions to members of a group.</li> <li>• Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: <ul style="list-style-type: none"> <li>- Statement of purpose, list of materials of ingredients, sequential steps.</li> <li>- Direct/ imperative language</li> <li>- Use of adjectives and adverbs limited to giving essential information</li> </ul> </li> <li>• As part of a group with the teacher, compose a set of instructions with additional diagrams.</li> <li>• Write simple instructions independently.</li> </ul> <p><b>Non Chronological Report</b></p> <ul style="list-style-type: none"> <li>• After a practical activity or undertaking some research in books or online take part in a discussion in another curriculum subject.</li> <li>• Distinguish between a single member of a group and the group in general e.g. a particular dog or a dog in general.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Read texts containing information in a simple report format.</li> <li>• Assemble information on another subject and use the text as a template for writing a report on it using appropriate language to present and categorise ideas.</li> </ul> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• Describe incidents from own experience in an audible voice using sequencing words and phrases such as, then and after that. Listen to others' recounts and ask relevant questions.</li> <li>• Read personal recounts and begin to recognise their generic structure e.g. ordered sequence of events, use of words like first, next, after and when.</li> <li>• Write simple first-person recounts linked to topics of interest/ study or to personal experience using the language of texts read as models for own writing maintaining consistency in tense and person.</li> </ul>	
<b>Word Level</b>	<b>Punctuation</b>	<b>Spelling</b>
<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes such as –ness and –er.</li> <li>• Compound nouns</li> <li>• Formation of adjectives using suffixes such as –full and –less.</li> <li>• Use of the suffixes –er and –est to form comparisons of adjectives and adverbs.</li> <li>• To use –ly to turn adjectives into adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark contracted forms in spelling</li> <li>• Apostrophes to mark singular possessions in nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Common exception words (CEW)</li> <li>• High frequency words – the first 200 from Letters and Sounds.</li> <li>• Homophones and near homophones e.g. their/ there/ they're, hear/here, sea/see.</li> <li>• Words with alternative pronunciations from Letters and Sounds Phase 5.</li> <li>• Words with the j sound spelt ge and dge.</li> <li>• Words with the s sound spelt c before 'e', 'l', 'y'</li> <li>• Words ending –le, el, al, il.</li> <li>• Adding –ies to nouns and verbs ending y.</li> <li>• Adding –ed, -ing, -er, -est, -y to a root word ending in y with a consonant before it.</li> <li>• Adding –ing, -ed, -er, -est –y to words ending e with a consonant before it.</li> </ul>

		<ul style="list-style-type: none"> <li>• Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single letter after a short vowel.</li> <li>• Words with the suffixes –ment, -ness, -ful, -less, and –ly.</li> <li>• Words ending in –tion.</li> <li>• Words with the n sound spelt kn and gn at the beginning of words.</li> <li>• Words spelt with the r sound spelt wr at the beginning of words.</li> <li>• Words with contractions e.g. didn't, can't.</li> <li>• Words using the possessive apostrophe (singular) e.g. the man's hat.</li> </ul>
<b>Handwriting</b>	<b>Plan, draft, evaluate and edit.</b>	<b>Terminology</b>
<ul style="list-style-type: none"> <li>• Form lower case letters of the correct size relative to one another.</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Writing down ideas or keywords including new vocabulary.</li> <li>• Encapsulating what they want to say sentence by sentence.</li> </ul> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils.</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form.</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation.</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Past tense/ present tense</li> <li>• Adjective</li> <li>• Noun</li> <li>• Noun phrase</li> <li>• Adverb</li> <li>• Statement</li> <li>• Question</li> <li>• Exclamation</li> <li>• Command</li> <li>• Apostrophe</li> <li>• Comma</li> <li>• Compound</li> <li>• Suffix.</li> </ul>