

The Oaks CE Learning Federation- Year 2 - Writing Coverage and Progression



	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common homophones</p> <p>Spell common exception words taught so far</p> <p>Add suffixes to spell longer words, including -ly</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Re-read to check that writing makes sense e.g. <i>verb tense</i></p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p>	<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Write simple, coherent narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p><i>Appropriately sequences ideas</i></p>	<p><i>Write statements</i></p> <p><i>Write commands using the imperative form of a verb</i></p>	<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Use the suffixes -er, -est, in adjectives</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use -ly to turn adjectives into adverbs – slow/ slowly</p>
Spring	<p>Use the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including -ful, -less (to create adjectives)</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near-homophones</p>	<p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p><i>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</i></p> <p><i>Use adventurous vocabulary appropriate to task</i></p>	<p><i>Link related sentences through the use of pronouns and adverbials where appropriate</i></p> <p><i>Use brief opening and ending</i></p>	<p><i>Write questions (beginning with who/ what/ when/ where/ how etc)</i></p>	<p>Use some subordinating conjunctions (when/ if /that /because)</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p>
Summer	<p>Add suffixes to spell longer words -ment, -ness</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>		<p><i>Use a range of prepositions (behind, before, above, along)</i></p>		<p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Use the progressive form correctly and consistently e.g he was shouting.</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes – ness, -er and by compounding e.g. whiteboard, superman</p>