

English – Writing Ladder of Progression: Year 2

Year 1	Year 2	Year 3
Writing - Transcription Spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week Name the letters of the alphabet: <u>naming the letters of the alphabet in order</u> - using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - Apply simple spelling rules and guidance, as listed in English Appendix 1 <u>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</u>	Writing - Transcription Spell by: <u>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</u> <u>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</u> - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - Apply spelling rules and guidance, as listed in English Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Writing – Transcription - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Writing – Handwriting and presentation - Sit correctly at a table, holding a pencil comfortably and correctly. <u>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</u> - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Writing - Handwriting and presentation - 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. - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Writing – Handwriting and presentation - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced

	Use spacing between words that reflects the size of the letters.	sufficiently so that the ascenders and descenders of letters do not touch].
Writing - Composition Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it <u>sequencing sentences to form short narratives</u> <u>re-reading what they have written to check that it makes sense</u> - Discuss what they have written with the teacher or other pupils - Read aloud their writing clearly enough to be heard by their peers and the teacher.	Writing - Composition Develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry <u>writing for different purposes</u> Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary <u>encapsulating what they want to say, sentence by sentence</u> Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - 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 <u>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</u> - read aloud what they have written with appropriate intonation to make the meaning clear.	Writing – Composition Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <u>organising paragraphs around a theme</u> <u>in narratives, creating settings, characters and plot</u> <u>in non-narrative material, using simple organisational devices</u> [for example, headings and sub-headings] Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Proof-read for spelling and punctuation errors</u> - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
* FOR EXAMPLE, PUPILS CAN: <i>begin to use words appropriate for different text forms, e.g. story, report, or simple instructions</i>	* FOR EXAMPLE, PUPILS CAN: <i>generate and collect suitable words and phrases before writing</i>	* FOR EXAMPLE, PUPILS CAN: <i>use different planning formats, e.g. charting, mapping, flow charts, simple storyboards.</i>

- consider and select from alternative word choices, e.g. from a word bank - be able to retell simple stories and write their own simple version - produce writing that shows characteristics of the chosen form based on the structure of known texts - write sentences in the order that they have been planned - write stories and recounts with a basic beginning, middle and ending - write simple instructions in correct order - re-read during and after writing and make simple changes with support.	- write initial jottings, notes and ideas before writing - apply knowledge of story elements such as settings, dialogue, characterization, story language and structures, so that own writing begins to 'sound like a story', with some consistency of genre and tense. Give sufficient detail to engage readers' interest. - use words signalling time in recounts and narratives, e.g. then, after, before, meanwhile - begin to show some characteristics of chosen the form, e.g. write non-chronological reports, based on structure of known texts, incorporating appropriate language to sequence and categorise ideas - demonstrate clear sections in different forms of writing - adapt and re-read during writing to identify where improvements might be made and to spot errors - make changes to their writing, e.g. word choices, tense and punctuation, following discussion.	- use language and structures from different text types for own writing. - vary story openings to create effects such as building tension and suspense, creating moods, establishing character and scene setting - use dialogue more frequently in story writing and begin to punctuate it correctly. - know and use features of different forms of writing - in non-fiction, begin to use basic structure, e.g. introductory and concluding statements in non-chronological reports, sub-headings - begin to address the reader, for instance by using questions in non-fiction - use a developing range of adjectives, adverbs, verbs and nouns/noun phrases to engage the reader - be able to improve own writing, making adaptations and corrections.
Writing - Vocabulary, Grammar and Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - joining words and joining clauses using and <u>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</u> - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - learning the grammar for year 1 in English Appendix 2 - Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Writing - Vocabulary, Grammar and Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] <u>the present and past tenses correctly and consistently including the progressive form</u> <u>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</u>	Writing - Vocabulary, Grammar and Punctuation - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <u>use the present perfect form of verbs in contrast to the past tense</u> <u>use conjunctions, adverbs and prepositions to express time, place and cause</u> - use paragraphs as a way to group related material <u>use headings and sub-headings to aid presentation</u> - learn the grammar for year 3 in English Appendix 2 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

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| | <ul style="list-style-type: none"> • grammar for year 2 in English Appendix 2 • some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | |
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Underlined statements relate to Key Performance Indicators (KPIs) identified by NAHT.

Y2 Performance Standard (with reference to NAHT KPIs)

By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly.

A child can:

- use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words;
- spell words in a phonically plausible way, even if sometimes incorrectly;
- apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words;
- explain how different types of writing, including narratives, are structured and apply this to their own and others' writing;
- think aloud as they collect ideas, draft and re-read to check their meaning is clear;
- play roles and improvise scenes in various settings; and
- use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing e.g. subordination and coordination.