




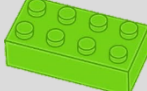


Tower Hill Primary School Writing Progression Framework - Year 2

Year 2		Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
Ongoing, in school provision and approaches		<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Frequent and discrete, direct teaching of handwriting 	<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 <ul style="list-style-type: none"> Pupils develop an increased writing stamina by producing increasingly longer and more complex texts over the year Read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 in discussing their writing
	Phase 1	<ul style="list-style-type: none"> Spell by: <ul style="list-style-type: none"> Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly 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 Learning to spell common exception words Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including -ly, -er, -est to turn adjectives into adverbs Apply spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> 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 un-joined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use of a brief opening and ending Writing down ideas and/or key words, including new vocabulary <ul style="list-style-type: none"> Use of adventurous vocabulary related to the appropriateness of the task Encapsulating what they want to say, sentence by sentence <ul style="list-style-type: none"> Some attempt to appropriately sequence ideas 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 <ul style="list-style-type: none"> Pupils writing an appropriate mixture of both simple and compound sentences accurately Re-reading to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <ul style="list-style-type: none"> Writing about real events sustains sufficient features of the given form Correct choice in use of present and past tense of verbs Proof-reading to check for errors in spelling, grammar and punctuation <ul style="list-style-type: none"> Clauses are linked by coordinating conjunctions Pupils can use a range of punctuation including full stops, capital letters and exclamation marks appropriate to purpose 	<ul style="list-style-type: none"> Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> 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 Learn how to use: <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation Expanded noun phrases to describe and specify The present and past tenses correctly and consistently Co-ordination (using or, and, or but) The grammar for year 2 in English Appendix 2
	Phase 2	<ul style="list-style-type: none"> Spell by: <ul style="list-style-type: none"> Learning the possessive apostrophe (singular) Adding suffixes to spell longer words, including -ful, -less 	<ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by: <ul style="list-style-type: none"> Beginning to develop and express a viewpoint through a comments or actions Related ideas are grouped and the pupil is developing an awareness of paragraphing Linking related sentences by the use of pronouns, time connectives or adverbials where appropriate Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> Pupils can use a variety of sentence openers Clauses are linked by both coordinating and subordinating conjunctions Pupils can use a range of punctuation including full stops, capital letters, exclamation marks, commas in a list and apostrophes appropriate to purpose 	<ul style="list-style-type: none"> Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including apostrophes for the possessive (singular) Learn how to use: <ul style="list-style-type: none"> Sentences with different forms: command Some features of written Standard English
	Phase 3	<ul style="list-style-type: none"> Spell by: <ul style="list-style-type: none"> Learning to spell more words with contracted forms Adding suffixes to spell longer words, including -ment, -ness 	<ul style="list-style-type: none"> Begin to increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> Correct use of the progressive form of verbs 	<ul style="list-style-type: none"> Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including apostrophes for contracted forms Learn how to use: <ul style="list-style-type: none"> The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because)

Tower Hill Primary School Spelling, Vocabulary, Grammar and Punctuation Progression Framework - Year 2

Spelling principles used as strands	 Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence
	 High frequency, common irregular or commonly mis-spelt words that need practice for automaticity
	 Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)

Year 2	Vocabulary, Grammar and Punctuation								
Phase 1	<i>Adding -ly to an adjective to make an adverb</i>	<i>Ask a question and use a question mark</i>	Form simple past tense by adding -ed	Move from generic to specific nouns e.g. 'dog' to 'terrier'	<i>Coordinating conjunctions to create a compound sentence</i>	Command, using the imperative form of a verb	Securing phase 5 GPCs in spelling: best guess and word families	100 HFW	Review -ed and -ing as verb inflections
	<i>Write a sentence that ends with an exclamation mark</i>	Use first, second and third person with subject-verb agreement	Write expanded noun phrases determiner + adjective + noun determiner + noun + prepositional phrase	<i>Use simple present tense, showing subject-verb agreement</i> Infinitive (add 's' to the third person)	<i>Write a statement that starts with a capital letter and finishes with a full stop</i>	Use present continuous tense: 'to be' + -ed			-ly to turn adjectives into adverbs
Phase 2	Similes using 'like' e.g. ...like hot chilies... ...cold like a glacier	Temporal connectives e.g. next, last, an hour later	Use further prepositional phrases e.g. behind, above, along, before, between, after	Formation of adjectives by adding -ful	<i>Using commas to separate items within lists</i>	Using determiners/generalisers	Using syllables to support spelling	Begin to distinguish between homophones and near homophones.	-er and -est to form comparative adjectives
	Formation of adjectives by adding -less	Apostrophes in contracted forms	Onomatopoeia	Forming comparatives and superlatives by adding -er and -est	Alliteration (verb + noun) e.g. dancing dandelions hiding hyenas	<i>Subordinate conjunctions to create a complex sentence</i>			-ful and -less to form adjectives
Phase 3	Adding -ness and -er to form a noun	Use past continuous (progressive) tense	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter				Securing phase 5 GPCs in spelling using syllables	Apostrophes for common contracted forms e.g. can't, didn't, hasn't, couldn't, it's, I'll	-ness and -er to form nouns