



**YEAR 2 WRITING PROGRESSION IN SKILLS AND KNOWLEDGE
STATUTORY REQUIREMENTS**



| SKILL / KNOWLEDGE | Year 2 |
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| Phonic & Whole word spelling | <ul style="list-style-type: none">• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly• learning new ways of spelling phonemes for which 1 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 |
| Other word building spelling | <ul style="list-style-type: none">• learning the possessive apostrophe (singular)• learning to spell more words with contracted forms• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly• apply spelling rules and guidelines from Appendix 1 |
| Transcription | <ul style="list-style-type: none">• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| Handwriting | <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 unjoined• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters• use spacing between words that reflects the size of the letters. |
| Contexts for Writing | <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 |
| Planning Writing | <ul style="list-style-type: none">• planning or saying out loud what they are going to write about |
| Drafting Writing | <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 |
| Editing Writing | <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 |
| Vocabulary | <ul style="list-style-type: none">• expanded noun phrases to describe and specify |
| Grammar (edited to reflect content in Appendix 2) | <ul style="list-style-type: none">• 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 |



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| | <ul style="list-style-type: none">• commas in lists• apostrophes for omission & singular possession |
| Punctuation (edited to reflect content in Appendix 2) | <ul style="list-style-type: none">• 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) |
| Grammatical Terminology | noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma |