

Progression in Writing– Year 2
Class/ Group (s)

Pupil name

Date (from - to)

	Dimension 1 - TRANSCRIPTION		Dimension 2 - COMPOSITION	
	Aspect 1- Spelling	Aspect 2- Handwriting and presentation	Aspect 3 - Writing Processes	Aspect 4- Vocabulary, Grammar and Punctuation
Year 2	<p>Recognising phonic irregularities. and becoming more secure with less common grapheme-phoneme correspondences</p> <p>Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p> <ul style="list-style-type: none"> segments spoken words into phonemes and represents these by graphemes, spelling many correctly uses new ways of spelling phonemes for which one or more spellings are already known, and correctly spells some words with each spelling, including a few common homophones spells common exception words correctly spells an increasing number of words with contracted forms (can't, didn't, hasn't, couldn't, it's, I'll) distinguishes between homophones and near-homophones (were and we're) adds suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly uses the possessive apostrophe (singular) – e.g. the girl's book applies spelling rules and guidelines, as listed in English Appendix 1 writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> forms lower-case letters of the correct size relative to one another is beginning to use some of the diagonal and horizontal strokes needed to join letters understands which letters, when adjacent to one another, are best left unjoined writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters uses spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing writes narratives about personal experiences and those of others (real and fictional) writes about real events writes poetry writes for different purposes plans or says out loud what they are going to write about plans by writing down ideas and/or key words, including new vocabulary encapsulates what they want to say, sentence by sentence evaluates their own writing with the teacher and other pupils re-reads to check that their writing makes sense re-reads to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reads to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) and makes simple revisions reads aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> uses both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists uses correct punctuation of apostrophes for contracted forms uses correct punctuation of the possessive singular uses sentences with different forms: statement, question, exclamation, command expands noun phrases to describe and specify, e.g. the blue butterfly uses the present tense correctly and consistently uses the past tenses correctly and consistently including the progressive form uses subordination (using when, if, that, or because) and co-ordination (using or, and, or but) learning the grammar in column 1 of year 2 in English Appendix 2 uses some features of written Standard English uses and understands the grammatical terminology in English Appendix 2 in discussing their writing. (i.e. noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma)