



# Curriculum Progression Map

## ENGLISH Writing

Year 2



Curriculum intent:

At Shawclough, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils. By the time our pupils leave Shawclough, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Shawclough, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.



## Curriculum Progression Map Reading- ENGLISH Writing

### National Curriculum

Pupils should be taught to:

- Spell by:
  - 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
  - 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

#### *Handwriting*

- Pupils should be taught to:
- 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 letterswriting - composition**

Pupils should be taught to:

- 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
  - Writing for different purposes
- 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
  - Encapsulating what they want to say, sentence by sentence



### Curriculum Progression Map Reading- ENGLISH Writing

	<ul style="list-style-type: none"> <li>– Make simple additions, revisions and corrections to their own writing by:             <ul style="list-style-type: none"> <li>○ Evaluating their writing with the teacher and other pupils</li> <li>○ 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</li> <li>○ Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>– Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><b>Writing - vocabulary, grammar and punctuation</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>– Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:             <ul style="list-style-type: none"> <li>○ Learning how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>○ Learn how to use:                 <ul style="list-style-type: none"> <li>○ Sentences with different forms: statement, question, exclamation, command</li> <li>○ Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>○ The present and past tenses correctly and consistently, including the progressive form</li> <li>○ Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>○ The grammar for year 2 in <a href="#">English appendix 2</a></li> <li>○ Some features of written Standard English</li> </ul> </li> </ul> </li> <li>– Use and understand the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing</li> </ul>
<p style="text-align: center;"><b>How it looks at Shawclough</b></p>	<p>Talk for writing process introduced across a varied range of themes/subjects:</p> <ol style="list-style-type: none"> <li>1. Hook</li> <li>2. Familiarise with quality text</li> <li>3. Look at features</li> <li>4. Guided writing (imitation)</li> </ol> <p>Adapt and apply to a similar piece (innovation)</p> <ol style="list-style-type: none"> <li>5. Independent write</li> </ol> <p>By the end of Year 2 children will begin to edit and purple polish their writing, with and without an adult.</p>



**Curriculum Progression Map Reading- ENGLISH Writing**

<p align="center"><b>Fiction</b></p>	<p><b>Character description</b> – Rainbow Fish, Big, Bad Wolf, T Rex pirate  <b>Letter</b> – to the BBW from LRRH/ Pirate letter</p> <p><b>Narrative -</b>          Traditional tale – Little Red Riding Hood          Contemporary - the disgusting sandwich change of character and food          Fantasy Retell - Rainbow Fish Rainbow Bird, retell –</p>
<p align="center"><b>Non fiction</b></p>	<p><b>Instructions</b> – How to make a sandwich, How to play a game</p> <p><b>Non-chronological report</b> – wolves, turtles, pirates, scientist and inventors, Grace Darling or Florence Nightingale</p> <p><b>Recount</b> – visit, theme day,</p> <p><b>Postcard</b></p>
<p align="center"><b>Poetry</b></p>	<p>Shape poetry</p> <p>Poems using onomatopoeia and alliteration</p>



### Curriculum Progression Map Reading- ENGLISH Writing

<p>Phonic &amp; Whole word spelling children should:</p> <p><b>SPELLINGS Y5/6</b></p> <p><b>Spelling scheme</b></p>	<p>Segment spoken words into phonemes and represent these by graphemes, Spelling many correctly</p> <p>Learn 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</p> <p>Learn to spell common exception words</p> <p>Distinguish between homophones and Near-homophones</p>
<p>Other word building spelling children should:</p>	<p>Learning the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Show awareness of silent letters in Spelling e.g. Knight, write</p> <p>Use –le ending as the most common Spelling for this sound at the end of words</p> <p>Apply spelling rules and guidelines from appendix 1</p>



### Curriculum Progression Map Reading- ENGLISH Writing

<b>Transcription children should:</b>	Write from memory simple coherent sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.
<b>Handwriting children should:</b>	<ul style="list-style-type: none"><li>- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li>- To form lower case letters of the correct size, relative to one another.</li><li>- To use spacing between words that reflects the size of the letters.</li> <li>- To begin to use the diagonal and horizontal strokes needed to join letters.</li></ul>
<b>Contexts for Writing children should:</b>	<ul style="list-style-type: none"><li>- Write narratives about personal experiences and those of others (real and fictional)</li> <li>- Write about real events</li> <li>- Write poetry</li> <li>- Write for different purposes</li></ul>
<b>Planning Writing children should:</b>	<ul style="list-style-type: none"><li>- Plan or say out loud what they are going to write about</li></ul>



### Curriculum Progression Map Reading- ENGLISH Writing

<b>Drafting Writing children should:</b>	<ul style="list-style-type: none"><li>– Write down ideas and/or key words, including new vocabulary</li><li>– Encapsulate what they want to say, sentence by sentence</li></ul>
<b>Editing Writing children should:</b>	<ul style="list-style-type: none"><li>– Evaluate their writing with the teacher and other pupils</li><li>– Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>– Proofread to check for errors in spelling, grammar and punctuation</li></ul>
<b>Performing Writing children should:</b>	<ul style="list-style-type: none"><li>– Read aloud what they have written with appropriate intonation to make the meaning clear</li></ul>
<b>Vocabulary children should:</b>	<ul style="list-style-type: none"><li>– Use expanded noun phrases to describe and specify</li><li>– Attempt some varied vocab and use some varied sentence openings e.g. Time connectives</li></ul>



### Curriculum Progression Map Reading- ENGLISH Writing

<p>Grammar children should:</p>	<ul style="list-style-type: none"><li>- Use coordination (using or, and, or but)</li><li>- Use commas in lists</li><li>- Use sentences with different forms: statement, question, exclamation, command</li><li>- Use subordination (using when, if, that, or because)</li><li>- Use apostrophes for omission &amp; singular possession</li><li>- Use the present and past tenses correctly and consistently including the progressive form</li><li>- Use extended simple sentences e.g.<ul style="list-style-type: none"><li>- Including adverbs and adjectives to add interest</li></ul></li><li>- Learn how to use selected grammar for<ul style="list-style-type: none"><li>- Year 2</li></ul></li><li>- Use and understand grammatical</li><li>- Terminology when discussing writing</li></ul>
<p>Punctuation children should:</p> <p><b>PUT SYMBOLS ON</b></p>	<ul style="list-style-type: none"><li>- Develop understanding by learning how to use familiar and new punctuation correctly:<ul style="list-style-type: none"><li>o Full stops and capital letters and question marks use sentence demarcation CL . ? <b>Exclamation marks and commas in a list</b></li><li>Apostrophes for contracted form and for possession</li></ul></li></ul>





Curriculum Progression Map Reading- ENGLISH Writing

<p>Alan Peat Sentences</p>	<ul style="list-style-type: none"><li>- All the w's</li><li>- List</li><li>- 2A</li><li>- BOYS</li></ul>
<p>Grammatical Terminology children should: <b>PUNCTUATION</b></p>	<ul style="list-style-type: none"><li>- Noun</li><li>- Noun phrase statement question exclamation command compound</li><li>- Adjective verb suffix</li><li>- Adverb</li><li>- Tense (past, present)</li><li>- Apostrophe comma</li></ul>