



**Sholing Infant School Year 2 Milestones based on the 2025 Writing Framework**

By the end of year 1, children should be able to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- **sequencing sentences to form short narratives**
- re-reading what they have written to check that it makes sense
- Use the prefix un- and suffixes -e, -es, -ed, -ing, er and -est
- Use the conjunction 'and to join words or clauses

<b>Transcription</b> <b>Daily practise and modelling of:</b> <ul style="list-style-type: none"> <li>- sitting correctly at the table and holds pencil correctly using a dynamic grip</li> <li>- forming lower-case letters of the correct size relative to one another</li> <li>- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- using spacing between words that reflects the size of the letters</li> <li>- using punctuation taught in Year 1 accurately and consistently</li> </ul>		<b>Composition</b> <b>Daily practise and modelling of</b> <ul style="list-style-type: none"> <li>- thinking about audience and purpose (why are we writing? Who are we writing for?)               <ul style="list-style-type: none"> <li>- orally rehearsing sentences before writing</li> <li>- planning by creating story maps, planning grids, mind maps etc</li> <li>- reading own writing with prosody to make the meaning clear</li> </ul> </li> <li>- evaluating writing through discussion with an adult, making improvements to clarify meaning and sense</li> </ul>		
Term	Adapted Journey	ARE+ Children should...	CEW Spelling (ARE+) NC linked NOT LW	ARE+
Autumn 1	<b>Adapted Journey - filling the deficit</b> <ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Prediction and sequencing (oral) or picture and captions</li> <li>3. Text immersion lesson - talk and role play</li> <li>4. Handwriting - guided groups modelling, air writing, carpet, send away for task x2 letters observed by the TA. TA should also lap and support other groups. <b>Ext: practise writing words/ dictated phrases with taught letters linked to taught skills if possible e.g questions.</b></li> <li>5. Spelling - CEW - LW flash cards, discuss 'tricky' part and children practise with LSCWC. <b>EXT: apply the CEW into dictated sentences that are matched to the phonics phase.</b></li> <li>6. Handwriting same letters as session 4 but with one new letter- initially modelled by teacher but practise task lead by TA. <b>Ext: practise writing words/ dictated phrases with taught letters linked to taught skills if possible e.g questions.</b></li> <li>7. Spelling-phonics phase 3 / 4. <b>ONSET/Rime 'Around the circle game?'</b> <b>EXT: dictated phrases / sentences with TA</b></li> <li>8. Handwriting same letters a lesson 4 and 6 but with one new. <b>Ext: practise writing</b></li> </ol>	<b>Transcription</b> <ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>• begin to 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 (<a href="#">stage not age- see separate handwriting profession</a>)</li> <li>• apply spelling rules and guidance (-ed)</li> <li>• Phase 5 Review (Little Wandle)</li> </ul> <b>Composition inc. grammar</b> <ul style="list-style-type: none"> <li>• understand that a simple sentence is made up of a subject + verb</li> <li>• understand the function of nouns, verbs and adjectives</li> <li>• be able to write compound sentences using the conjunctions 'and' and 'but'.</li> <li>• Practise writing in the present and past tenses correctly and consistently</li> <li>• begin to use expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• begin to use subordination (when) (because) and co-ordination (and)</li> <li>• learn how to use both familiar and new punctuation correctly (full stops, capital letters, capitals for proper nouns</li> <li>• begin to write sentences with different forms: statements &amp;, questions</li> <li>• sequence sentences to form short, past tense narratives e.g.letter / diary</li> </ul>	because  find  kind  mind  behind  child  children  wild  climb  most  only  both	Letter Recount Fact File

	<b>words/ dictated phrases with taught letters linked to taught skills if possible</b>	<ul style="list-style-type: none"><li>proof read and edit writing using scaffolds in response to feedback</li></ul>		
<b>Autumn 2</b>	<p>9. Dictation at their phase.</p> <p>10. Independent jobs- LSCWC (should be on same day as WAGOLL lesson)</p> <p>11. Oral composition lesson with modelling, adult writing example and children writing their own sentence on whiteboard before being checked and writing in their books</p> <p>12. <b>Final outcome</b> Dictation (including letters and sounds taught previous and in this journey)</p> <p>13. <b>‘Final outcome’</b> ordering sentences (at their reading and writing level) and copying underneath. <b>EXT: children write own sentence to be checked by an adult. Children can write more however, only after their writing has been checked.</b></p> <p>* Teachers may decide that children can access the learning taught in the core journey however adaptations will need to be made.</p>	<p><b>Transcription</b></p> <ul style="list-style-type: none"><li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li><li>begin to 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 (<a href="#">stage not age- see separate handwriting profession</a>)</li><li><b>apply spelling rules / add suffixes to spell longer words (-ly, -ful, -less)</b></li><li><b>Bridge to spelling (Little Wandle)</b></li></ul> <p><b>Composition inc. grammar</b></p> <ul style="list-style-type: none"><li><b>use the co-ordinating conjunctions ‘and ‘but’ and ‘or in compound sentences</b></li><li>continue to develop use subordination (when) (because)</li><li>continue to use both familiar and new punctuation correctly (full stops, capital letters, capitals for proper nouns and <b>begin to use commas in a list, apostrophes for possession and exclamation marks</b></li><li>write in the <b>present and past tenses correctly and consistently including the progressive form (-ing suffix)</b></li><li><b>continue to use expanded noun phrases to describe and specify [for example, the blue butterfly]</b></li><li><b>write a short narrative based on a key text/ stimuli including the use of ENP</b></li><li><b>write exclamatory sentences beginning with ‘How’ and ‘What’</b></li><li><b>write to inform based on real life events</b></li><li>proof read and edit writing using scaffolds in response to feedback</li></ul>	<p><b>cold</b></p> <p><b>gold</b></p> <p><b>hold</b></p> <p><b>told</b></p> <p><b>every</b></p> <p><b>everybody</b></p> <p><b>even</b></p> <p><b>after</b></p> <p><b>father</b></p> <p><b>class</b></p> <p><b>grass</b></p> <p><b>pass</b></p> <p><b>path</b></p> <p><b>bath</b></p>	<p>Taking Flight Narrative</p> <p>The Wright Brothers Non chron</p> <p>Poetry</p>

Spring 1		<b>Transcription</b> <ul style="list-style-type: none"><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li><li>• begin to 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 (<a href="#">stage not age- see separate handwriting profession</a>)</li><li>• <b>apply spelling rules and guidance/ add suffixes to spell longer words (-ly)</b></li><li>• <b>Little Wandle Spelling Units 1, 2 and 3</b></li></ul>	<b>again</b> <b>any</b> <b>many</b> <b>water</b> <b>move</b> <b>prove</b> <b>improve</b> <b>sure</b> <b>sugar</b>	<b>Description</b>  <b>Fact file</b>  <b>Narrative - retell</b>
		<b>Composition inc. grammar</b> <ul style="list-style-type: none"><li>• <b>understand what pronouns are and why we use them</b></li><li>• <b>understand and know what adverbs are and why we use them</b></li><li>• sentences with different forms: statement, question, <b>exclamations</b>(sentences starting with ‘How’ and ‘What’</li><li>• Continue to develop use subordination (when) (because) <b>and begin to use ‘if’</b></li><li>• continue to use both familiar and new punctuation correctly (full stops, capital letters, capitals for proper nouns and commas in a list, apostrophes for possession and begin to use <b>apostrophes for contractions</b></li><li>• continue to use expanded noun phrases to describe and specify</li><li>• continue write in the <b>present and past tenses correctly and consistently including the progressive form (-ing suffix)</b></li><li>• write simple and compound sentences and <b>begin to write complex sentences using subordination.</b></li><li>• <b>Write a short, coherent narrative based on a key text.</b></li><li>• <b>Use persuasive phrases to write a text to argue (linked to key text)</b></li></ul>	<b>busy</b> <b>people</b> <b>parents</b>	
Spring 2		<b>Transcription</b> <ul style="list-style-type: none"><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li></ul>	<b>who</b> <b>whole</b> <b>everybody</b>	Recount- SeaCity Samson's Journey Narrative / Setting description

		<ul style="list-style-type: none"> <li>begin to 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 (<a href="#">stage not age- see separate handwriting profession</a>)</li> <li><b>apply spelling rules and guidance (-er and -est)</b></li> <li><b>Little Wandle Spelling Unit 4, 5, 6 and 7</b></li> </ul>	<p>great</p> <p>break</p> <p>steak</p> <p>door</p> <p>floor</p> <p>poor</p> <p>eye</p> <p>pretty</p> <p>beautiful</p>	
		<p><b>Composition inc. grammar</b></p> <ul style="list-style-type: none"> <li>continue to write compound sentences using 'and' 'or' 'but' and 'so'</li> <li>write complex sentences using the subordinating conjunctions 'because', 'when' 'if' and <b>'that'</b></li> <li>write sentences with different forms: statement, question, exclamation, command and use the correct punctuation most of the time</li> <li>continue write in the <b>present and past tenses correctly and consistently</b> including the progressive form (-ing suffix)</li> <li>continue to use expanded noun phrases to describe and specify</li> <li>use commas to separate items in a list</li> <li>write coherently ensuring they have a clear beginning, middle and end and includes description</li> <li>begin to use some features of standard english to write to inform (an information text)</li> </ul>		
Summer 1		<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (<a href="#">stage not age- see separate handwriting profession</a>)</li> <li>Use the full range of punctuation taught at KS1</li> <li><b>apply spelling rules and guidance (-er and -est)</b></li> </ul>	<p>should</p> <p>would</p> <p>could</p> <p>clothes</p> <p>money</p> <p>half</p> <p>hour</p> <p>sure</p>	<p>Bear and The Piano - Narrative</p> <p>Dragon Machine - Explanation</p>

		<ul style="list-style-type: none"><li>• <b>Little Wandle Spelling Units 8, 9, 10 and 11</b></li><li>• <b>apply spelling rules and guidance/ add suffixes to spell longer words (-ment and -ness)</b></li></ul>	improve (revisited)  plant  last	
		<b>Composition</b> <ul style="list-style-type: none"><li>• continue to write compound sentences using ‘and’ ‘or’ ‘but and ‘so’</li><li>• write complex sentences using the subordinating conjunctions ‘ because’, ‘when’ ‘if’ and ‘<b>that</b>’</li><li>• write sentences with different forms: statement, question, exclamation, command and use the correct punctuation most of the time</li><li>• continue write in the <b>present and past tenses correctly and consistently</b> including the progressive form (-ing suffix)</li><li>• continue to use expanded noun phrases to describe and specify</li><li>• write coherently ensuring they have a clear beginning, middle and end and includes description</li></ul>	<b>End of summer 2- spell most (80%) CEW as per NC</b>	
Summer 2		<b>Transcription</b> <ul style="list-style-type: none"><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li><li>• use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (<a href="#">stage not age- see separate handwriting profession</a>)</li><li>• Use the full range of punctuation taught at KS1</li><li>• Apply the correct spelling rule when adding any of the suffixes taught at KS1</li><li>• <b>Little Wandle Spelling Units 12, 13 and 14</b></li></ul>		Minpins- narrative / description Woodmill / trip recount Transition text - LA linked
		<b>Composition</b> <ul style="list-style-type: none"><li>• Use the full range of conjunctions (co-ordinate and subordinate) taught at KS1</li><li>• write sentences with different forms: statement, question, exclamation, command and use the correct punctuation most of the time</li></ul>		

		<ul style="list-style-type: none"><li>• continue write in the present and past tenses correctly and consistently including the progressive form (-ing suffix)</li><li>• use commas to separate it</li><li>• continue write in the <b>present and past tenses correctly and consistently</b> including the progressive form (-ing suffix)</li><li>• continue to use expanded noun phrases to describe and specify</li><li>• write coherently ensuring they have a clear beginning, middle and end and includes description</li></ul>		
<b>Appendix 2</b>	<p><b>Word:</b> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p><b>Sentence:</b> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><b>Text:</b> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>			
<b>Terminology for children</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma			



Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>–ful</i>, <i>–less</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>–er</i>, <i>–est</i> in <b>adjectives</b> and the use of <i>–ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>