

## TWHF Year 2 Writing Progression Document- Yearly Overview

Year 2	Term 1 Fiction	Term 1 Non-fiction	Term 2 Fiction	Term 2 Non-fiction	Term 3 Fiction	Term 3 Non-fiction
<b>Genre</b>	Poetry – The Sound Collector (see separate overview) Narrative- Setting focus	Diary entry	Narrative- Character focus	Letter	Narrative: language focus	Information text / non chron
<b>Recommended Text/stimulus</b>	<p><b>Little Red and the Very Hungry Lion</b></p> 	<p><b>Man on the Moon (A Day in the Life of Bob)</b></p> 	<p><b>The Dragon Machine</b></p> 	<p><b>The Day the Crayons Quit</b></p> 	<p><b>Three Little Wolves and the Big Bad Pig</b></p> 	<p><b>There's a Rang-Tan in My Bedroom</b></p> <p>Animation to support text</p> 
<b>Outcomes</b>	Setting description (using the illustrations of Africa)	Diary entry (in role as Bob of his day on the moon)	Character description (of the Dragon Machine)	Letter writing (to Duncan in role as one of the crayons) <i>(GD- Could write in role as Duncan)</i>	Innovated version of the story	Non-chronological report (about Orangutans)
<b>Writing Purpose</b>	Writing to entertain	To inform (recount): recount	Writing to entertain	To Inform	Writing to entertain	To inform (report)
<b>Text Features</b>	Characters, describe the setting, use senses	First person, past tense, thoughts and feelings, chronological order	Describe character, their appearance, actions, behaviour and personality	Greeting, who the letter is for, opening statement, explanation of why you are writing, closing statement	Characters, setting, plot, conflict, point of view, theme, beginning, middle and end	
<b>Grammatical structures</b>	Recap Y1- Use <b>and</b> to join words and clauses.	Use subordination <b>because</b> to join clauses.	Use some subordination (e.g. <b>when / because</b> ) to join clauses. Use co-ordination (e.g. <b>and / so</b> ) to join clauses.	Use some subordination (e.g. <b>when / if / because</b> ) to join clauses. Use co-ordination (e.g. <b>and / but/ so</b> ) to join clauses.	Use <b>adverbs to express manner</b> e.g. <b>quietly, quickly, sadly</b> . Use some subordination (e.g. <b>when / if / because</b> ) to join clauses. Use co-ordination (e.g. <b>and / but/ so</b> ) to join clauses.	Use some subordination (e.g. <b>when / if / that / because</b> ) to join clauses. Use co-ordination (e.g. <b>or / and / but/ so</b> ) to join clauses. Use adverbs to express manner e.g. <b>quietly, quickly, sadly</b> . <b>Commas in a list.</b>
<b>Descriptive language</b>	Use <b>noun phrases to describe and specify- Noun phrase – determiner, noun</b> e.g. a car, three mice	Use <b>expanded noun phrases to describe and specify when appropriate</b>  Expand before the noun using <b>adjectives</b>  e.g. The <b>fierce</b> creature	Use expanded noun phrases to describe and specify when appropriate  Expand before the noun using <b>adjectives</b>  e.g. The <b>fierce</b> creature	Use expanded noun phrases to describe and specify when appropriate  <b>Move to adjective, adjective, noun but ensure children understand this is not for all ENPs.</b>	Use expanded noun phrases to describe and specify when appropriate  Move to adjective, adjective, noun but ensure children understand this is not for all ENPs.	Use expanded noun phrases to describe and specify when appropriate. <b>Teach the use of technical vocabulary and correct use of adjectives in context.</b>

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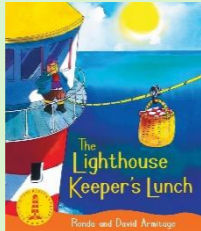
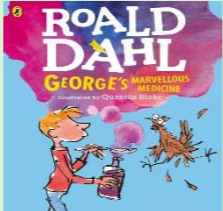


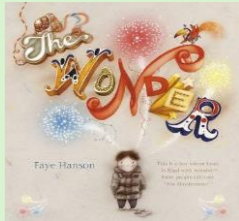
<b>Tense/ verb forms</b>	Recap Y1- Use present and past tense with <b>some</b> accuracy- ed endings.  Use present and past tense mostly correctly and consistently- including irregular verbs.	Use present and past tense mostly correctly and consistently- <b>consolidate use of irregular verbs.</b>	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs. <b>Use the progressive form of verbs.</b>	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs.  Use the progressive form of verbs.	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs.  Use the progressive form of verbs.	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs.  Use the progressive form of verbs.
<b>Paragraphing/ cohesion</b>	Recap Y1- Write linked sentences after discussion with teacher.  <b>Consolidate use of personal pronouns e.g I, he, she, they, them.</b>		<b>Introduce editing and revising.</b>	<b>Use a variety of simple pronouns.</b>  <b>Addition us, you, me, it, they, we, her, his,</b>	<b>Teach time conjunctions to support story structure.</b>  Use a variety of simple pronouns.	Use a variety of simple pronouns.
<b>Punctuation</b>	Recap Y1- Use <b>many</b> full stops used accurately at the end of sentences.  Recap Y1- Use <b>many</b> capital letters used accurately at the start of sentences.	Recap Y1- Begin to punctuate sentences using exclamation marks. Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required (on-going for the rest of the year).	Demarcate most sentences in their writing with capital letters and full stops and <b>use question marks correctly when required</b> (on-going for the rest of the year).	Write sentences different forms: <b>statements</b> , questions and <b>commands</b> .	Write sentences different forms: statements, commands and <b>exclamations</b> .	Write sentences different forms: statements and exclamations.
<b>Handwriting</b>	Use school approach	Use school approach	Use school approach	Use school approach	Use school approach	Use school approach
<b>Spelling</b>	Use school approach	Use school approach	Use school approach	Use school approach	Use school approach	Use school approach

**Colour code**

**Black = new learning to this year group**

**Green = previous year group learning re-visited**

## TWHF Year 2 Writing Progression Document- Yearly Overview

Year2	Term 4 Fiction	Term 4 Non-Fiction	Term 5 Fiction	Term 5 Non-fiction	Term 6 Fiction	Term 6 Non-Fiction
<b>Genre</b>	Narrative: simple, coherent narrative	Instructions	Narrative: character focus	Report/ information text	Narrative: story writing	Recount
<b>Recommended Text/Stimulus</b>	<p><b>The Lighthouse Keeper's Lunch</b></p>  <p>Lighthouse animation- Literacy Shed (use as an extra stimulus for short burst writes)</p>	<p><b>George's Marvellous Medicine</b></p> 	<p><b>The Pirate Cruncher</b></p> 	<p><b>Clean Up!</b></p>  <p>Manfish + Somebody Swallowed Stanley - Use as a supplementary texts</p>	<p><b>The Bear and the Piano</b></p> 	<p><b>The Wonder</b></p> 
<b>Outcomes</b>	Write a sequel – where do the 3 seagulls go on an adventure next?	Instructions	Write a character description (design a monster)	Writing a leaflet (about caring for the ocean/pollution)	Write an alternative ending to the story	Recount (of the boy's journey)
<b>Writing Purpose</b>	Writing to entertain	To inform	Writing to entertain	Writing to inform	Writing to entertain	Recount
<b>Text Features</b>	Characters, setting, plot, conflict, point of view, theme, beginning, middle and end	Title, sub-headings, numbers, list, bullet points, imperative verbs, chronological order, conjunctions, formal	Describe character, their appearance, actions, behaviour and personality	Opening, chunks of information, logically organised, subheadings, info boxes, bullet points, diagrams, images, formal, present tense and third person	Characters, setting, plot, conflict, point of view, theme, beginning, middle and end	Past tense, direct speech, beginning, middle and end, paragraphs open with a topic sentence, time sentences for coherence
<b>Grammatical structures</b>	<p><b>Apostrophe for possession.</b></p> <p>Use some subordination (e.g. <i>when / if / that / because</i>) to join clauses.</p> <p>Use co-ordination (e.g. <i>or / and / but/ so</i>) to join clauses.</p> <p>Use adverbs to express manner e.g. <i>quietly, quickly, sadly</i>.</p> <p>Commas in a list.</p>	<p>Use adverbs to express manner e.g. <i>quietly, quickly, sadly</i>.</p> <p>Use some subordination (e.g. <i>when / if / because</i>) to join clauses.</p> <p>Use co-ordination (e.g. <i>/ and /so</i>) to join clauses.</p> <p><b>Introduce Year 2 suffixes- ment, ness, ful, less.</b></p>	<p>Commas in a list.</p> <p>Apostrophe for possession.</p> <p>Use adverbs to express manner e.g. <i>quietly, quickly, sadly</i>.</p> <p>Use some subordination (e.g. <i>when / if / that / because</i>) to join clauses.</p> <p>Use co-ordination (e.g. <i>/ and /so</i>) to join clauses.</p> <p>Introduce Year 2 suffixes- ment, ness, ful, less.</p>	<p>Commas in a list.</p> <p>Introduce Year 2 suffixes- ment, ness, ful, less.</p> <p>Use adverbs to express manner e.g. <i>quietly, quickly, sadly</i>.</p> <p>Use co-ordination (e.g. <i>or / and / but/ so</i>) to join clauses.</p> <p>Use some subordination (e.g. <i>when / if / that / because</i>) to join clauses.</p>	<p>Commas in a list.</p> <p>Introduce Year 2 suffixes- ment, ness, ful, less.</p> <p>Use adverbs to express manner e.g. <i>quietly, quickly, sadly</i>.</p> <p>Use co-ordination (e.g. <i>or / and / but/ so</i>) to join clauses.</p> <p>Use some subordination (e.g. <i>when / if / that / because</i>) to join clauses.</p> <p>Introduce Year 2 suffixes- ment, ness, ful, less.</p>	<p>Use adverbs to express manner e.g. <i>quietly, quickly, sadly</i>.</p> <p>Use co-ordination (e.g. <i>or / and / but/ so</i>) to join clauses.</p> <p>Use some subordination (e.g. <i>when / if / that / because</i>) to join clauses.</p> <p>Introduce Year 2 suffixes- ment, ness, ful, less.</p>
<b>Descriptive language</b>	Use expanded noun phrases to describe and specify when appropriate.	Use expanded noun phrases to describe and specify when appropriate.	Use expanded noun phrases to describe and specify when appropriate.	Use expanded noun phrases to describe and specify when appropriate. Teach the use of	Use expanded noun phrases to describe and specify when appropriate.	Use expanded noun phrases to describe and specify when appropriate.

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				technical vocabulary and correct use of adjectives in context.		
<b>Tense/ verb forms</b>	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs.  Use the progressive form of verbs.	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs.	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs.  Use the progressive form of verbs.	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs.	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs.  Use the progressive form of verbs.	Use present and past tense mostly correctly and consistently- consolidate use of irregular verbs.  Use the progressive form of verbs.
<b>Paragraphing/ cohesion</b>	Use a variety of simple pronouns.	<b>Time conjunctions.</b>	Use a variety of simple pronouns.	Use a variety of simple pronouns.	Use a variety of simple pronouns.	Use a variety of simple pronouns.
<b>Punctuation</b>	Write sentences different forms: statements, questions and exclamations.	Write sentences different forms: statements, questions, commands and exclamations.	Write sentences different forms: statements, questions and exclamations.	Write sentences different forms: statements, questions, commands and exclamations.	Write sentences different forms: statements, commands and exclamations.	Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required (on-going for the rest of the year).  Write exclamations.
<b>Handwriting</b>	Use school approach	Use school approach	Use school approach	Use school approach	Use school approach	Use school approach
<b>Spelling</b>	Use school approach	Using apostrophes for contraction.	Use school approach	Using apostrophes for contraction.	Use school approach	Use school approach

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