


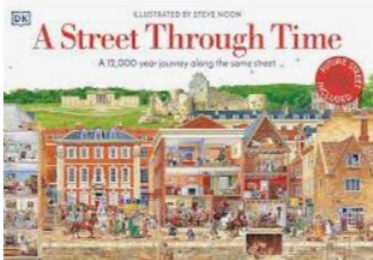



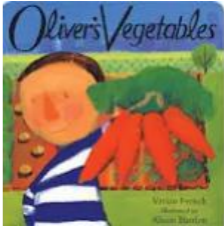
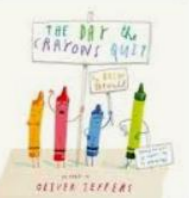





# Mount Charles Progression of Skills in Writing

Year 2

<p><b>Year 2 writing units</b></p> <p>Non-fiction Fiction Skills work Poetry I – Independent S - Scaffolded</p>	<p><b>Autumn 1</b> Place Value of Grammar Grammarsaurus Letter writing (S)</p> 	<p><b>Autumn 2</b> Pirate Non-Chronological Report (S) Christmas Star recount narrative (Literacy Shed clip) (S/I)</p>  	<p><b>Spring 1</b> All sorts of way to start a poem poetry linked to Street Detectives (S/I) A street through time factual setting description in the past (S) and future (I)</p> 	<p><b>Spring 2</b> Dragon Slayer (Literacy Shed) character description and recount (S/I) Information text on castles linked to Pendennis castle (S/I)</p>  	<p><b>Summer 1</b> How to plant a seed Instructions (S/I) (including introduce on the classes appearances of planting). Oliver's vegetable diary (S/I)</p>  	<p><b>Summer 2</b> The Day the Crayons quit – Persuasive letter The Owl who was afraid of the dark (S/I)</p>  
<p><b>Sharing</b></p>	<p>Own classes</p>	<p>Year 1</p>	<p>Year 3</p>	<p>Parents</p>	<p>Reception</p>	<p>Parents</p>
<p><b>Phonic &amp; Whole word spelling</b></p>	<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> </ul> <p><b>See separate spelling curriculum document</b></p>					
<p><b>Other word building spelling</b></p>		<p>add suffixes to spell longer words, including <b>-ly</b></p>		<p>add suffixes to spell longer words, including <b>-ment, -ness, -ful, -less, -ly</b> Use the words – happiness, sadness, joyful, beautiful, enjoyment, argument, helpless, fearless,</p>	<p>learning the possessive apostrophe (singular)</p>	<p>learning to spell more words with contracted forms</p>
<p>apply spelling rules and guidelines from Appendix 1</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> </ul>					
<p><b>Dictation</b></p>	<ul style="list-style-type: none"> <li>Dictated sentences focusing on misspelt words, capital letters, full stops, ?, ! and red words to be taught across the year. This should address misconceptions based on marking.</li> </ul>					
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>Develop positive attitude and stamina for writing as they:</li> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul> <p><i>*do not join until pupils are ready, focus on readiness to join by getting handwriting to start and finish in the correct places.</i></p>					

<b>Contexts for Writing</b>	writing narratives about <del>personal</del> experiences and those of others (real and fictional) • writing for different purposes	writing narratives about <del>personal</del> experiences and those of others (real and fictional) • writing for different purposes	• writing poetry writing narratives about <del>personal</del> experiences and those of others (real and fictional) • writing for different purposes	• writing about real events writing narratives about <del>personal</del> experiences and those of others (real and fictional) • writing for different purposes	• writing narratives about personal experiences and those of others (real and fictional) writing narratives about <del>personal</del> experiences and those of others (real and fictional) • writing for different purposes	writing narratives about <del>personal</del> experiences and those of others (real and fictional) • writing for different purposes
<b>Planning Writing</b>	• planning or saying out loud what they are going to write about					
<b>Drafting Writing</b>	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence					
<b>Editing Writing</b>	• Make simple additions, revisions and corrections to their own writing as they • 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					
<b>Performing Writing</b>	• read aloud what they have written with appropriate intonation to make the meaning clear					
<b>Word</b>		<ul style="list-style-type: none"> <li>• <b>Forming new nouns from suffixes (-er, -ness) including how the suffix changes meaning.</b></li> <li>• <b>Forming adverbs from adjectives by adding suffixes (-er, -est, -ly) including how the suffix changes meaning.</b></li> </ul>		<ul style="list-style-type: none"> <li>• Forming new nouns from suffixes (-er, -ness) including how the suffix changes meaning.</li> <li>• <b>Forming adjectives from nouns by adding suffixes (-ful, -less) including how the suffix changes meaning.</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Forming new nouns from suffixes (-er, -ness) including how the suffix changes meaning.</b></li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>• <b>use some features of written Standard English</b></li> <li>• how the grammatical patterns in sentences indicate their function: <b>statement</b>, <del>question</del>, <del>exclamation</del>, or <del>command</del></li> </ul>	<ul style="list-style-type: none"> <li>• <b>co-ordination (using or, and, or but) to create sentences with two clauses.</b></li> <li>• <b>simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences.</b></li> <li>• how the grammatical patterns in sentences indicate their function: <del>statement</del>, <del>question</del>, <b>exclamation</b>, or <del>command</del></li> </ul>	<ul style="list-style-type: none"> <li>• co-ordination (using or, and, or but) to create sentences with two clauses.</li> <li>• simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>subordination (using when, if, that, or because) to create sentence with two clauses.</b></li> <li>• how the grammatical patterns in sentences indicate their function: <del>statement</del>, <b>question</b>, <del>exclamation</del>, or <del>command</del></li> <li>• co-ordination (using or, and, or but) to create sentences with two clauses.</li> <li>• simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• how the grammatical patterns in sentences indicate their function: <del>statement</del>, <del>question</del>, <del>exclamation</del>, or <b>command</b></li> <li>• subordination (using when, if, that, or because) to create sentence with two clauses.</li> <li>• co-ordination (using or, and, or but) to create sentences with two clauses.</li> <li>• simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• how the grammatical patterns in sentences indicate their function: <del>statement</del>, <del>question</del>, <del>exclamation</del>, or <b>command</b></li> <li>• subordination (using when, if, that, or because) to create sentence with two clauses.</li> <li>• co-ordination (using or, and, or but) to create sentences with two clauses.</li> <li>• simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences.</li> </ul>

<b>Text</b>	<ul style="list-style-type: none"> <li>• <b>correct and consistent use of the present and past tense throughout a piece of writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>use of the progressive form in the past and present tense (she is drumming, she was shouting)</b></li> <li>• correct and consistent use of the present and past tense throughout a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>• correct and consistent use of the present and past tense throughout a piece of writing</li> <li>• use of the progressive form in the past and present tense (she is drumming, she was shouting)</li> </ul>	<ul style="list-style-type: none"> <li>• correct and consistent use of the present and past tense throughout a piece of writing</li> <li>• use of the progressive form in the past and present tense (she is drumming, she was shouting)</li> </ul>	<ul style="list-style-type: none"> <li>• correct and consistent use of the present and past tense throughout a piece of writing</li> <li>• use of the progressive form in the past and present tense (she is drumming, she was shouting)</li> </ul>	<ul style="list-style-type: none"> <li>• correct and consistent use of the present and past tense throughout a piece of writing</li> <li>• use of the progressive form in the past and present tense (she is drumming, she was shouting)</li> </ul>
<b>Punctuation</b>	<b>Full stops and capital letters.</b>	<ul style="list-style-type: none"> <li>• <b>co-ordination (using or, and, or but) to create sentences with two clauses.</b></li> <li>• <b>simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences.</b></li> <li>• <b>Exclamation marks for exclamation sentence and for shock or surprise.</b></li> <li>• <b>Commas in a list</b></li> </ul>	<ul style="list-style-type: none"> <li>• co-ordination (using or, and, or but) to create sentences with two clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>subordination (using when, if, that, or because) to create sentence with two clauses.</b></li> <li>• co-ordination (using or, and, or but) to create sentences with two clauses.</li> <li>• simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences.</li> <li>• Question marks for questions</li> </ul>	<ul style="list-style-type: none"> <li>• subordination (using when, if, that, or because) to create sentence with two clauses.</li> <li>• co-ordination (using or, and, or but) to create sentences with two clauses.</li> <li>• simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences.</li> <li>• <b>Apostrophes for singular possession.</b></li> </ul>	<ul style="list-style-type: none"> <li>• subordination (using when, if, that, or because) to create sentence with two clauses.</li> <li>• co-ordination (using or, and, or but) to create sentences with two clauses.</li> <li>• simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences.</li> <li>• <b>Apostrophes for contraction.</b></li> </ul>
<b>Terminology</b> for pupils to use and understand	<b>noun, statement, compound, adjective, verb, tense (past, present),</b>	<b>exclamation, suffix, adverb, comma, noun phrase,</b> noun, statement, compound, adjective, verb, tense (past, present),	exclamation, suffix, adverb, comma, noun phrase, noun, statement, compound, adjective, verb, tense (past, present),	<b>question,</b> exclamation, suffix, adverb, comma, noun phrase, noun, statement, compound, adjective, verb, tense (past, present),	<b>command, apostrophe,</b> recapping commas in a list exclamation, suffix, adverb, noun phrase, noun, statement, compound, adjective, verb, tense (past, present),	apostrophe, recapping commas in a list exclamation, suffix, adverb, comma, noun phrase, noun, statement, compound, adjective, verb, tense (past, present),
<b>Statutory word lists to be covered.</b>	the, a, do, to, of, be, he, go, so, I, is, was, were, are, because, there, one, my,	pull, some, once, one, you, she, love, would, Christmas, father, pretty, climb, said/says, school, push, kind, both, hold,	no, come, has, by, here, where, house, full, past, old, find, floor, behind, door, poor, most, path, bath, money,	your, they, me, his, busy, clothes, break, fast, last, mind, any, wild, only, cold, gold, steak, sugar, eye, who, everybody	we, put, our, should, could, water, plant, move, improve, beautiful, pretty, after, class, again, grass, prove, even	today, ask, friend, told, every, people, children, whole, child, many, great, pass, hour, half, sure, Mr, Mrs, parents,