



Hoole Primary writing progression

Year 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
					

<p>Year 2 gateway keys</p> <p>These are previously taught skills that the children should have mastered.</p>					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Combine words to make sentences</p> <p>Join words and clauses using and</p> <p>Sequence sentences to form short narratives</p> <p>Leave spaces between words</p>	<p>Sequence sentences to form short narratives</p> <p>Join words and clauses using and</p> <p>Use subordination (because)</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Write expanded noun phrases to describe and specify</p>	<p>Use subordination (because) and coordination (and)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use punctuation correctly – full stop, capital letters</p> <p>Add suffixes to verbs where no change is needed to the root (Y1)</p>	<p>Use subordination (when, because)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use punctuation correctly – full stop, capital letters</p> <p>Some accurate use of exclamation marks, question marks</p>	<p>Use the progressive form of verbs in the present and past tense</p> <p>Some use of subordination (because, when) and coordination (and, but)</p> <p>Use punctuation correctly (as taught so far)</p> <p>Write sentences with different forms: statement, question, exclamation, command</p>	<p>Use subordination (if, that)</p> <p>Add -er and -est to adjectives</p> <p>Use homophones and near homophones</p> <p>Use punctuation correctly – apostrophes for contracted forms</p>
<p>I like pears and apples</p> <p>I went to the shop and I bought some sweets.</p>	<p>I like pears and apples</p> <p>I went to the shop and I bought some sweets.</p> <p>Subordinating conjunction – links a sentence and an idea that can't exist by itself.</p> <p>I wore my coat because it was raining.</p> <p>Co-ordinating conjunction - links two sentences together.</p> <p>Expanded noun phrases – gives more information about the noun.</p> <p>The red, shiny balloon.</p> <p>Suffixes – Are added to the end of words to change the meaning.</p> <p>Slow – slowly</p> <p>Expanded noun phrases – gives more information about the noun.</p> <p>The red, shiny balloon.</p>	<p>Subordinating conjunction – links a sentence and an idea that can't exist by itself.</p> <p>I wore my coat because it was raining.</p> <p>Co-ordinating conjunction - links two sentences together.</p> <p>Expanded noun phrases – gives more information about the noun.</p> <p>The red, shiny balloon.</p> <p>Suffixes – Are added to the end of words to change the meaning.</p> <p>Slow – slowly</p>	<p>Subordinating conjunction – links a sentence and an idea that can't exist by itself.</p> <p>I wore my coat because it was raining.</p> <p>Expanded noun phrases – gives more information about the noun.</p> <p>The red, shiny balloon.</p> <p>Exclamation mark is used in an exclamation sentence. - What a lovely day!</p> <p>Question marks are used in a question. - Can I help you?</p>	<p>Past progressive tense – I was digging</p> <p>Present progressive- I am digging</p> <p>Subordinating conjunction – links a sentence and an idea that can't exist by itself.</p> <p>I wore my coat because it was raining.</p> <p>Co-ordinating conjunction - links two sentences together.</p> <p>Statement – I like dogs.</p> <p>Command – Give me that toy.</p> <p>Question – what are you doing?</p> <p>Exclamation – What a lovely day!</p>	<p>Subordinating conjunction – links a sentence and an idea that can't exist by itself.</p> <p>I wore my coat because it was raining.</p> <p>Homophones – words that sound the same but are spelt differently.</p>

Year 2 mastery keys					
These are the skills your children will be taught each half term.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Plan or say out loud what is going to be written about Use punctuation correctly – full stops, capital letters Use expanded noun phrases to describe and specify Use subordination (because) and coordination (and)	Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Write for different purposes Use commas to separate items in a list	Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive) Read aloud with intonation Use punctuation correctly - exclamation marks, question marks	Use the progressive form of verbs in the present and past tense Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary Use punctuation correctly introduce apostrophe for the possessive (singular)	Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms	Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words e.g -ment,- ful
Expanded noun phrases – gives more information about the noun. The red, shiny balloon. Subordinating conjunction – links a sentence and an idea that can’t exist by itself. I wore my coat <u>because</u> it was raining. Co-ordinating conjunction - links two sentences together.	Co-ordinating conjunction - links two sentences together. Beautiful (adjective) becomes beautifully (adverb) when we add ly. Commas in a list. I went to the shop and I bought apples, pear, berries and bananas.	Statement – I like dogs. Command – Give me that toy. Question – what are you doing? Exclamation – What a lovely day! Subordinating conjunction – links a sentence and an idea that can’t exist by itself. I wore my coat <u>because</u> it was raining. Past tense – I sat in the park yesterday. Present tense – I am sitting in the park now. Past progressive tense – I was digging Present progressive- I am digging	Past progressive tense – I was digging Present progressive- I am digging Past tense – I sat in the park yesterday. Present tense – I am sitting in the park now. Subordinating conjunction – links a sentence and an idea that can’t exist by itself. I wore my coat <u>because</u> it was raining. Apostrophe for possession – the boy’s shoes.	Subordinating conjunction – links a sentence and an idea that can’t exist by itself. I will wear my coat <u>if</u> it rains Homophones – words that sound the same but are spelt differently.	Past progressive tense – I was digging Present progressive- I am digging Past tense – I sat in the park yesterday. Present tense – I am sitting in the park now. Subordinating conjunction – links a sentence and an idea that can’t exist by itself. I wore my coat <u>because</u> it was raining. Co-ordinating conjunction - links two sentences together. Expanded noun phrases – gives more information about the noun. The red, shiny balloon. Suffixes – Are added to the end of words to change the meaning. Slow – slowly

- Please note that the definitions on this document are designed to be clear and easy to understand. Please refer to the glossary of grammar terminology for a more detailed set of definitions.

