



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>
					

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

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

- 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.