

# Waterville Primary School Progression of Skills in English – Writing

<b>Year 2</b>	<p><b>National Curriculum</b> The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p><b>Pupils should be taught:</b> -to spell most of the words taught so far and to spell unknown words using their understanding of the English Language. -to use a wide range of grammatical terminology and apply their understanding of grammar when writing. -to understand a use a wide range of punctuation, knowing how to manipulate punctuation to create different effects. -to articulate ideas, structuring them in speech and writing.</p>			
<b>Explore and Develop Ideas</b>	<p><b>Pupils should plan their writing by:</b> - o plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. To encapsulate what they want to say, sentence by sentence</p>		<b>Handwriting</b>	<p><b>Pupils should be taught to:</b> -Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. -Form lower case letters of the correct size, relative to one another. -Use spacing between words that reflects the size of the letters. -Begin to use the diagonal and horizontal strokes needed to join letters.</p>
<b>Evaluate and Edit Work</b>	<p><b>Pupils should evaluate and edit by:</b> -o make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>			
<b>Phonics</b>	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar</b>	<b>Composition</b>
<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>Spell most words with contracted forms</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book</p> <p>Spell by distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Apply spelling rules and guidance, as listed in (English Appendix 1).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Use capital letters and full stops to demarcate most sentences in his/her writing.</p> <p>Use question marks and exclamation marks appropriately.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p>	<p>-Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. -Form adjectives using suffixes such as -ful, -less. -Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs. -Use co-ordination ( or, and, but) and some subordination (when, if, that, because) to join clauses. -Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour. -To form sentences with different forms: statement, question, exclamation, command. -Use present and past tense mostly correctly and consistently -Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting -To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p><b>To draft and write by:</b> -Writing for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>-Using new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>-Writing narratives about personal experiences and those of others (real and fictional).</p> <p>-Writing about real events.</p> <p>-Writing simple poetry.</p> <p>To use some features of standard English.</p>