

End Points which show Progression of knowledge, understanding and skills in Writing

Year Group 2

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	Where the Wild Things Are- Maurice Sendah The Sound Collector- Roger McGough	Flat Stanley- Jeff Brown George's Marvellous Medicine- Roald Dahl	Lost and Found- Oliver Jeffers Dear Greenpeace- Simon James Emperor's Egg- Martin Jenkins	Bog Baby- Jeanne Willis Who Was: Samuel Pepys Paul Harrison	Zoo Boy Sophie Thompson Don't- Michael Rosen The Big Book of Blooms- Yuval Zommer	The Hodgeheg- Dick King-Smith Journey- Aaron Becker Sleeping Out- Grace Nichols
Transcription-spelling: phonics tricky words alphabet use of dictionary	Consolidate segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Consolidate and Assess spell common exception words already taught Consolidate using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Introduce write from memory simple sentences dictated by the	Introduce 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 Introduce learning to spell new common exception words Introduce add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Practise write from memory simple sentences dictated by the teacher that include words using	Introduce learning to spell more words with contracted forms Introduce distinguishing between homophones and near-homophones Introduce apply spelling rules and guidance, as listed in English Appendix 1. Practise 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	Introduce learning the possessive apostrophe (singular) [for example, the girl's book] Practise and Assess learning to spell more words with contracted forms Introduce distinguishing between homophones and near-homophones Practise apply spelling rules and guidance, as listed in English Appendix 1. Develop learning new ways of spelling phonemes for which one or more spellings are	Practise learning the possessive apostrophe (singular) [for example, the girl's book] Develop learning to spell more words with contracted forms Introduce distinguishing between homophones and near-homophones Develop apply spelling rules and guidance, as listed in English Appendix 1. Embed learning new ways of spelling phonemes for which one or more spellings are	Develop and Embed learning the possessive apostrophe (singular) [for example, the girl's book] Embed learning to spell more words with contracted forms Introduce distinguishing between homophones and near-homophones Embed and Assess apply spelling rules and guidance, as listed in English Appendix 1. Embed write from memory simple sentences dictated by the teacher that

	teacher that include words using the GPCs, common exception words and punctuation taught so far.	the GPCs, common exception words and punctuation taught so far.	Practise learning to spell new common exception words Practise and Assess add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Practise write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	already known, and learn some words with each spelling, including a few common homophones Develop learning to spell new common exception words Develop add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Develop write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	already known, and learn some words with each spelling, including a few common homophones Embed learning to spell new common exception words Embed and Assess add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Embed write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	include words using the GPCs, common exception words and punctuation taught so far.
Transcription-handwriting:	Consolidate form lower-case letters in the correct direction, starting and finishing in the right place Introduce form lower-case letters of the correct size	Practise form lower-case letters of the correct size relative to one another Practise where appropriate, start using some of the diagonal and horizontal strokes	Practise form lower-case letters of the correct size relative to one another Practise where appropriate, start using some of the diagonal and horizontal strokes	Develop form lower-case letters of the correct size relative to one another Develop where appropriate, start using some of the diagonal and horizontal strokes	Embed form lower-case letters of the correct size relative to one another Embed where appropriate, start using some of the diagonal and horizontal strokes needed to join	Embed where appropriate, start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one

	relative to one another Introduce where appropriate, 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	needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Introduce write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Introduce use spacing between words that reflects the size of the letters	needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Practise write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Practise use spacing between words that reflects the size of the letters	needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Develop write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Develop use spacing between words that reflects the size of the letters	letters and understand which letters, when adjacent to one another, are best left unjoined Develop write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Embed use spacing between words that reflects the size of the letters	another, are best left unjoined Embed write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Composition: prediction sequencing events summary nuanced vocabulary	Introduce plan or say out loud what they are going to write about Introduce write down ideas and/or key words, including new vocabulary Introduce encapsulate what they want to say, sentence by sentence	Introduce write narratives about personal experiences and those of others (real and fictional) Introduce write about real events Introduce writing poetry Introduce write for different purposes Introduce evaluating their	Practise write narratives about personal experiences and those of others (real and fictional) Practise write about real events Practise writing poetry Practise write for different purposes Practise evaluating their writing with	Practise write narratives about personal experiences and those of others (real and fictional) Practise write about real events Practise writing poetry Practise write for different purposes Practise evaluating their writing with	Develop write narratives about personal experiences and those of others (real and fictional) Develop write about real events Develop writing poetry Develop write for different purposes Develop evaluating their writing with	Embed write narratives about personal experiences and those of others (real and fictional) Embed write about real events Embed writing poetry Embed write for different purposes Embed evaluating their writing with

	Introduce read aloud what they have written with appropriate intonation to make the meaning clear.	writing with the teacher and other pupils Introduce re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Introduce proof-reading to check for errors in spelling, grammar and punctuation Practise plan or say out loud what they are going to write about Practise write down ideas and/or key words, including new vocabulary Practise encapsulate what they want to say, sentence by sentence Practise read aloud what they have written with	the teacher and other pupils Practise re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Practise proof-reading to check for errors in spelling, grammar and punctuation Practise plan or say out loud what they are going to write about Practise write down ideas and/or key words, including new vocabulary Practise encapsulate what they want to say, sentence by sentence Practise read aloud what they have written with	the teacher and other pupils Practise re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Practise proof-reading to check for errors in spelling, grammar and punctuation Develop plan or say out loud what they are going to write about Develop write down ideas and/or key words, including new vocabulary Develop encapsulate what they want to say, sentence by sentence Develop read aloud what they have written with	the teacher and other pupils Develop re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Develop proof-reading to check for errors in spelling, grammar and punctuation Embed plan or say out loud what they are going to write about Embed write down ideas and/or key words, including new vocabulary Embed encapsulate what they want to say, sentence by sentence Embed read aloud what they have written with	the teacher and other pupils Embed re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Embed proof-reading to check for errors in spelling, grammar and punctuation
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		appropriate intonation to make the meaning clear.				
Vocabulary, grammar and punctuation: evaluation response to author authorial effect and intent effect of vocabulary	Consolidate punctuating a sentence with a question mark or exclamation mark Introduce using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Introduce using sentences with different forms: statement, question, exclamation, command Introduce using expanded noun phrases to describe and specify [for example, the blue butterfly] Introduce using the present and past tenses correctly and consistently including the progressive form Practise using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Introduce learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Introduce using the grammar for year 2 in English Appendix 2 Practise using sentences with different forms: statement, question, exclamation, command Practise using expanded noun phrases to describe	Practise learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Practise using the grammar for year 2 in English Appendix 2 Practise using sentences with different forms: statement, question, exclamation, command Practise using expanded noun phrases to describe	Practise and Develop using and understanding the grammatical terminology in English Appendix 2 in discussing their writing. Develop learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Develop using the grammar for year 2 in English Appendix 2 Develop using sentences with	Develop and Embed using and understanding the grammatical terminology in English Appendix 2 in discussing their writing. Embed learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Embed using the grammar for year 2 in English Appendix 2 Embed using sentences with

			and specify [for example, the blue butterfly] Practise using the present and past tenses correctly and consistently including the progressive form Practise using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	and specify [for example, the blue butterfly] Practise using the present and past tenses correctly and consistently including the progressive form Develop using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	different forms: statement, question, exclamation, command Develop using expanded noun phrases to describe and specify [for example, the blue butterfly] Develop using the present and past tenses correctly and consistently including the progressive form Embed using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	different forms: statement, question, exclamation, command Embed using expanded noun phrases to describe and specify [for example, the blue butterfly] Embed using the present and past tenses correctly and consistently including the progressive form
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