



Writing Progression by Year Group

YEAR 2

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE/LANGUAGE	PUNCTUATION	TERMINOLOGY
Consolidate Year 1 list	Consolidate Year 1 list	Consolidate Year 1 list	Consolidate Year 1 list	Consolidate:
Introduce:	Introduce:	Introduce:	Introduce:	Punctuation:
FICTION:	Types of sentences:	Prepositions: <i>behind above along before between after</i>	To demarcate sentences:	- Finger spaces
Secure use of planning tools: Story map/ story mountain/ story grids/ 'boxing-up' grid	Statements	Alliteration	(Capital letters)	- Letter
	Questions	e.g. <i>wicked witch</i>	(Full stops)	- Word
	Exclamations	slimy slugs	Question marks	- Sentence
	Commands		Exclamation marks	- Full stops
Plan opening around:	-‘ly’ starters	Similes using...like...	Commas to separate items in a list	- Capital Letter
Character(s), setting, time of day and type of weather	e.g. <i>usually, eventually, Finally, Carefully, Slowly...</i>	e.g. <i>he had eyes like shiny buttons</i>	Comma after –ly opener	- Question mark
Understanding 5 parts to a story with more complex vocabulary	Vary openers to sentences:	Adverbs for description	e.g.	- Exclamation mark
	- Embellished simple sentences using adjectives	e.g.	<i>Fortunately,.. Slowly,...</i>	- Speech bubble
	e.g. <i>The boys peeped inside the dark cave.</i>	<i>Snow fell gently and covered the cottage in the wood.</i>	(Introduce)	- Bullet points
	-Adverbs e.g. <i>Tom ran quickly down the hill.</i>	Adverbs for information e.g.	Speech bubbles/Speech marks for direct speech	Singular/plural
		<i>Lift the pot carefully onto the tray.</i>		Adjective
	Secure use of compound sentences (coordination)	<i>The river quickly flooded the town.</i>	Apostrophes to mark contracted forms in spelling	Verb
	Using connectives: and/but/so (coordination conjunctions)	Generalisers for information, e.g.	e.g. <i>don't, can't</i>	Conjunction
	Complex sentences (subordination) using who/which (dropping in a relative clause):	Most dogs...		Alliteration
	Who/which e.g. Sam, who was lost, sat down and cried.	Most cats...		Simile-‘as’/‘like’
		Begin to use suffixes to form adjectives eg. –ful, -less		Introduce:
				Apostrophe (contractions only)
				Commas for description
				‘speech marks’

suggest how the main character is feeling in the final situation. NON-FICTION: Introduce: Secure use of planning tools: Text map / Washing line/ 'Boxing-up' grid Introduction: - Heading - Hook to engage reader - Factual statement / definition - Opening question Middle section(s) - Group related ideas/ facts into sections sub headings to introduce sentences/sections - Use of lists- what is needed, - Bullet points for facts - Diagrams Ending - Make final comment to reader - Extra tips! / Did-you-Know? / True or False? The consistent use of tense throughout text	The Viking who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding lane, spread quickly. Begin using: Additional subordinating conjunctions: <i>what/while/when/where</i> <i>because/then/so that/if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived During Autumn, when the weather is cold, the leaves fall off the trees. Begin to: Use long and short sentences: Long sentences add description or information. Use short sentences for emphasis. Begin to use: Expanded noun phrases e.g. <i>lots of people, plenty of food</i> List of 3 for description e.g. <i>He wore shoes, a dark coat and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i>	Use of suffixes –er and –est to form comparisons of adjectives and adverbs.	Suffix Verb/adverb Bossy verbs Tense(past, present, future) Noun
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