

### Year 2 Writing Progression

	National Curriculum objective	Autumn Term	Spring Term	Summer Term	Greater depth
<b>Contexts for writing</b>	<i>Develop positive attitudes towards and stamina for writing by: <b>writing narratives about personal experiences and those of others (real and fictional)</b></i>	With support, can attempt to write a simple narrative about personal experiences with some features of the given form used.	Can independently write a simple narrative about personal experiences with some features of the given form used.	Can write a narrative about personal experiences and that of others sustaining sufficient features of the given form, <b>such as the correct choice of, and consistent use of, present/past tense including progressive forms of verbs.</b>	Can write a longer narrative about personal experiences and that of others sustaining the clear and appropriate features of the given form.
	<i>Develop positive attitudes towards and stamina for writing by: <b>writing about real events</b></i>	With support, can attempt to write about real events with some features of the given form used.	Can write about real events including features of the given form, although not always sustained.	Can independently write about real events sustaining sufficient features of the given form: <b>e.g. correct choice of, and consistent use of, present/past tense including progressive forms of verbs.</b>	Can write a longer text about real events using the clear and appropriate features of the given form.
	<i>Develop positive attitudes towards and stamina for writing by: <b>writing poetry</b></i>	With support, can show characteristics of chosen form based on the structure of known poems.	With support, can organise writing to reflect the chosen form, some basic layout conventions are used with a variety of words chosen for effect based on the structure of known poems: <b>e.g. write in four-line stanzas, selecting some rhyming words.</b>	Can organise writing to reflect the chosen form, some basic layout conventions are used with a variety of words chosen for effect based on the structure of known poems: <b>e.g. write in four-line stanzas, selecting some rhyming words.</b>	Can confidently and consistently use appropriate structure and language of the chosen form.
	<i>Develop positive attitudes towards and stamina for writing by: <b>writing for different purposes</b></i>	With support, can write simple narratives, simple poems and simple recounts of real events; <b>writing stamina is developing.</b>	Can write, with some support, simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina.	Can independently write simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina.	Can confidently write more complex narratives, poems, recounts and reports about real events for different purposes, showing writing stamina.
<b>Planning, drafting and writing</b>	<i>Consider what they are going to write before beginning by: <b>planning or saying out loud</b></i>	With support, can say or record in writing or pictorially their ideas for writing.	Can sometimes say or record in writing or pictorially their ideas for writing: <b>e.g. draw or explain</b>	Can usually say or record in writing or pictorially their ideas for writing: <b>e.g. draw or explain</b>	Can almost always so or record in writing or pictorially their ideas for writing.

	<i>what they are going to write about</i>		a simple story map or story plan.	a simple story map or story plan.	
	<b>National Curriculum objective</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	<b>Greater depth</b>
<b>Planning, drafting and writing</b>	<i>Consider what they are going to write before beginning by: <b>encapsulating what they want to say, sentence by sentence</b></i>	With some support, can compose and orally rehearse what they want to say, sentence by sentence.	Can sometimes compose and orally rehearse what they want to say, sentence by sentence: e.g. compose sentence orally and use phonic knowledge to segment to spell words, write letters/words using agreed handwriting style.	Can usually compose and orally rehearse what they want to say, sentence by sentence: e.g. compose sentence orally and use phonic knowledge to segment to spell words, write letters/words using agreed handwriting style.	Can consistently encapsulate what they want to say, sentence by sentence.
	<i>Consider what they are going to write before beginning by: <b>writing down ideas and/or key words, including new vocabulary</b></i>	With support, can write down some ideas, key words and new vocabulary and use them to improve their own writing.	Can usually write down some ideas, key words and new vocabulary and use them to improve their own writing:	Can independently write down some ideas, key words and new vocabulary and use them to improve their own writing: <b>e.g. on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing.</b>	Can confidently write down some ideas, key words and new vocabulary and enthusiastically seek more challenging words to improve own writing.
<b>Editing writing</b>	<i>Make simple additions, revisions and corrections to their own writing by: <b>evaluating their writing with the teacher and other pupils</b></i>	With the teacher, begin to reflect on what they have written. They follow advice from feedback to improve writing.	With the teacher, reflect on what they have written, making some suggestions for improvement.	With the teacher and making reference to success criteria, can reflect on what they have written, making suggestions for improvement: e.g. after reading through the success criteria again with the teacher, pupil realises that they did not number their instructional sentences. They amend this by rechecking the order and adding numerals.	Can independently reflect on what they have written, making suggestions for improvement linked to success criteria.
	<i>Make simple additions, revisions and corrections to their own writing by: <b>re-reading to check that their writing</b></i>	With support, can reread their writing to check it makes sense, making some suggestions on how to correct errors.	Can sometimes reread their writing to check it makes sense and knows how to correct errors in the use of verbs,	Can usually reread their writing to check it makes sense and knows how to correct errors in the use of verbs, including in	Can consistently and confidently reread their writing to check it makes sense and knows how to correct errors in

	<i>makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i>		including in the continuous form: e.g. <b>pupil originally writes 'I sitted under the tree and ate my sandwich at lunchtime.'</b> After checking, pupil amends 'sitting' to sat, 'eated' to ate.	the continuous form: e.g. <b>pupil originally writes 'I sitted under the tree and ate my sandwich at lunchtime.'</b> After checking, pupil amends 'sitting' to sat, 'eated' to ate.	the use of verbs to indicate time, including in the continuous form.
	<b>National Curriculum objective</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	<b>Greater depth</b>
<b>Editing writing</b>	<i>Make simple additions, revisions and corrections to their own writing by: <b>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</b></i>	With support, can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation.	Can sometimes spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught grammar, spelling patterns and punctuation.	Can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught grammar, spelling patterns and punctuation	Can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation not yet taught.
<b>Performing writing</b>	<i>Read aloud what they have written with appropriate intonation to make the meaning clear</i>	With support, can read their writing aloud with some expression to make the meaning clear.	Can often read their writing aloud with expression to make the meaning clear.	Can mostly read their writing aloud with expression to make the meaning clear.	Can consistently and confidently read their writing aloud with expression to make the meaning clear to all.
<b>Handwriting</b>	<i>Form lower-case letters of the correct size relative to one another</i>	can correctly form some lower-case letters as outlined in the school's handwriting policy, showing some control over their size.	Can correctly form most lower-case letters as outlined in the school's handwriting policy, showing some control over their size.	Can correctly form most lower-case letters as outlined in the school's handwriting policy, showing some consistency and control over their size. Presentation is neat.	Can form almost all lowercase letters correctly as outlined in the school's handwriting policy, with consistent control over their size. Presentation is almost always neat.
	<i>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</i>	With support, sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join some letters in accordance with the school's writing policy.	Can sometimes sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join some letters in accordance with the school's writing policy.	Can sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy.	Can consistently and confidently sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join most letters in accordance with the school's writing policy.
	<i>Write capital letters and digits of the correct size, orientation and relationship to one</i>	With support, can form some capital letters, digits and lower-case letters showing some	Can form some capital letters, digits and lower-case letters	Can form most capital letters, digits and lower-case letters	Can form almost all letters, digits and lower-case letters

	<b><i>another and to lower-case letters</i></b>	control over the orientation and size.	showing some control over the orientation and size.	showing good control over the orientation and size.	showing consistent control over the orientation and size.
	<b><i>Use spacing between words that reflects the size of the letters</i></b>	Inconsistently sized spaces between letters.	Can sometimes leave appropriately sized spaces between words.	Can usually leave appropriately sized spaces between words: e.g. knows to leave room for own lower-case letter a between words.	Can consistently leave appropriately sized spaces between words.