

YEAR 2 WRITING PROGRESSION - AUTUMN

| Text | THE JOURNEY HOME | GOLDDILOCKS PROJECT | WOLVES | |
|---|--|--|--|--|
| Outcomes Non-fiction Fiction | Missing posters Fact-files Lists Postcards Wanted posters Information report Short retellings Persuasive letter | Character descriptions Wanted posters Letters Retellings Speech bubbles | Captions Information Character descriptions Comparisons | |
| | | Sequel | Non-chronological leaflet | |
| Audience / Form | Missing poster to find lost animal Fact-file about extinct animals Postcard to recount events Wanted poster to catch hunters Persuasive letters to save an endangered animal | Description of Goldilocks Wanted poster to find Goldilocks Retelling of traditional version Letter of apology to bears Speech bubble conversation between Goldilocks and bears Retelling from alternative perspective Sequel to Goldilocks | Character description of a wolf Factual sentences about wolves Captions about wolf artefacts Leaflet about wolves | |
| Purposes covered | Inform Recount Persuade | Describe Inform Persuade Entertain | Describe Inform | |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD | -e and -es for plural nouns | singular / plural -s and -es* | use of -er suffix with adjectives |
| | SENTENCE | noun phrases statements questions exclamations commands coordinating conjunctions (and, but, so, or) | subordination (because) statements adverbials of time* coordinating conjunctions (but) | noun phrases subordination (so that, because, in order to, by) statements questions |
| | PUNCTUATION | capital letters full stops questions marks exclamation marks commas in a list | capital letters full stops | capital letters full stops questions marks |
| | TEXT | subheadings* present progressive verbs simple past tense | sequencing sentences to form short narratives* | subheadings* paragraphs to group material* |



YEAR 2 WRITING PROGRESSION - SPRING

| Text | | THE BEAR UNDER THE STAIRS | THE MINPINS | THE OWL AND THE PUSSYCAT | GRANDAD'S CAMPER |
|---|-------------|--|---|---|---|
| Outcomes Non-fiction Fiction | | <p>Personal reflections Letters Narrative re-tellings Own version narratives</p> | <p>Danger posters Setting descriptions Character descriptions Narrative retelling Information reports Postcards</p> | <p>Letters Interviews Lists Instructions</p> | <p>Labels Memory poems Interviews Photo album captions Postcards</p> |
| | | Non-chronological report | Own version narrative | Rhyming poem | Sequel |
| Audience / Form | | <p>Reflections about fears Letter from William to a friend Letter in reply Re-telling of narrative Own-version narrative</p> <p>Non-chronological report about bears</p> | <p>Danger poster about entering the woods Character description of a monster Contrasting character descriptions of boy / Minpin Retelling of short section Report about the Minpins Postcard home from the boy</p> <p>Own version narrative adventure</p> | <p>Packing list of things to take on boat Love letter from Owl to Pussycat Interview between Owl and Pussycat Instructions to find land</p> <p>Rhyming poem</p> | <p>Labels for items in a box Memory poem about a special occasion Interview questions Captions for photos in an album 'Wish you were here' postcard</p> <p>Sequel story</p> |
| Purposes covered | | <p>Reflect Entertain Inform</p> | <p>Inform Describe Entertain</p> | <p>Instruct Reflect Inform Entertain</p> | <p>Inform Reflect Describe Entertain</p> |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD | <p>homophones graphemes for phoneme /air/</p> | <p>-ment and -ness adjectives contrasting adjectives -er -est suffixes</p> | <p>-ful and -less adjectives -ly adverbs un- prefix rhyming words / syllables</p> | <p>a / an before consonant or vowel* modal verbs – could, should, would*</p> |
| | SENTENCE | <p>statements questions exclamations commands coordination (and, but, or) adverbials of time*</p> | <p>noun phrases commands coordination (and, or, but) questions exclamations subordination (because, as, when, while)</p> | <p>subordination (when, if, that, because) noun phrases statements questions commands</p> | <p>simple / expanded noun phrases subordination (because, as) coordination (and) simple prepositions* questions adverbials of time *</p> |
| | PUNCTUATION | <p>full stops capital letters questions marks exclamation marks</p> | <p>questions marks exclamation marks possessive apostrophe</p> | <p>apostrophes for contractions capital letters – functions question marks</p> | <p>commas in lists questions marks</p> |
| | TEXT | <p>sequencing sentences to form short narratives*</p> | <p>simple past -ed past progressive -ing subheadings* present tense verbs</p> | <p>past progressive verb agreement</p> | <p>past progressive simple past -ed irregular past tense verbs sequencing sentences to form short narratives*</p> |



YEAR 2 WRITING PROGRESSION - SUMMER

| Text | | THE DRAGON MACHINE | OCEAN MEETS SKY | THE GREAT FIRE OF LONDON | ROSIE REVERE, ENGINEER |
|---|-------------|--|---|---|---|
| Outcomes Non-fiction Fiction | | <p>Dragon guide Letters of advice Encyclopaedia entry Explanation Shopping list Description</p> | <p>Labels Diary entries Instructions Postcards Captain's log Dialogue Fantasy setting descriptions</p> | <p>Persuasive posters Comparisons Warning posters Speech bubbles Diary entries Letters of advice Certificates</p> | <p>Short explanations Advertisements Letters of advice School report cards (character descriptions) Invention descriptions</p> |
| | | Own version narrative | Fantasy narrative | Information booklet | Explanation text |
| Audience / Form | | <p>A guide to spotting dragons Letter of advice to George Encyclopaedia entry about dragons Description of dragon machine</p> <p>Own version dragon narrative</p> | <p>Labels for box of precious items Diary entry in present tense / past tense Instructions for building a boat Description of a boat Captain's log of a long voyage Postcard to mother Dialogue for Finn and Grandpa Description of fantasy setting</p> <p>Extended fantasy narrative</p> | <p>Visit London - persuasive poster Comparisons of London then and now Comic book speech bubbles Diary entry of a London tradesperson Letter / speech giving advice to the King Certificate from the King</p> <p>Information booklet about the Great Fire of London</p> | <p>Short explanation of bridge design Advert for Rosie's Cheese Hat Letter of advice to Rosie Rosie's school report Description of an invention</p> <p>Explanation of a new invention</p> |
| Purposes covered | | <p>Inform Persuade Describe Entertain</p> | <p>Inform Reflect Instruct Describe Recount Entertain</p> | <p>Persuade Instruct Reflect Inform</p> | <p>Explain Persuade Describe Inform Instruct</p> |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD | <p>un- prefix modal verbs – could, should, would* -ment / -ness suffix</p> | <p>-est suffix adjectives with -ing suffix -ment / -ness suffix -ful/less suffix</p> | <p>technical vocabulary imperative verbs -ing suffix superlatives -est</p> | <p>-est suffix -ful suffix technical vocabulary</p> |
| | SENTENCE | <p>simple prepositions* coordination (and, but, or) subordination (because, when, if, that) commands statements questions simple / expanded noun phrases adverbials of time*</p> | <p>coordination (and) subordination (because) noun phrases simple prepositions* commands exclamations questions adverbials of time*</p> | <p>questions exclamations comparative conjunctions (but, and) commands statements subordination (because) adverbials of time*</p> | <p>subordination adverbs of time * expanded noun phrases statements exclamations commands questions prepositions*</p> |
| | PUNCTUATION | <p>question marks commas in lists</p> | <p>commas in lists exclamation marks question marks</p> | <p>capital letters for proper nouns* apostrophes for contraction question marks exclamation marks</p> | <p>exclamation marks questions marks commas in lists capital letters for proper nouns*</p> |
| | TEXT | <p>simple past -ed sequencing sentences to form short narratives*</p> | <p>present tense verbs simple past -ed paragraphs to group*</p> | <p>regular / irregular past tense verbs present progressive subheadings*</p> | <p>present tense verbs paragraphs to group*</p> |

