



## Widmer End CC School Progression of Skills in Writing

### Year 2 writing grid

#### Composition

**Plans or says out loud what they are going to write about.**

**Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.**

**Proof-reads to check for errors in spelling, grammar and punctuation.**

Encapsulates what they want to say, sentence by sentence.

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Writes down ideas and/or key words, including new vocabulary.

Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Reads aloud what they have written with appropriate intonation to make the meaning clear

#### Vocab spelling and punctuation

**Correct choice and consistent use of present tense and past tense throughout writing.**

**Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences**

**Some use of the suffixes –er, –est in adjectives.**

**Uses suffix –ly to turn adjectives into adverbs.**

**Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).**

**Uses commas to separate items in a list.**

Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)

Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman).

Shows understanding of formation of adjectives using suffixes such as –ful, –less.

Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).

Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.

Uses apostrophes to mark where letters are missing in spelling.

Uses apostrophes to mark singular possession in nouns (e.g. the girl's name).

#### Transcription/spelling

**Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.**

**Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.**

Learns to spell common exception words.

Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Learns to spell more words with contracted forms.

Spells by learning the possessive apostrophe (singular).

Adds suffixes to spell longer words including –ment, –ness, –ful, –less, –ly

Applies spelling rules and guidance, as listed in English Appendix 1.

#### Transcription Handwriting

**Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.**

Uses spacing between words that reflects the size of the letters.

Forms lower-case letters of the correct size relative to one another

Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
<b>Terminology</b>
Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma