

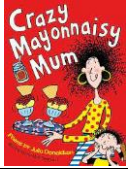

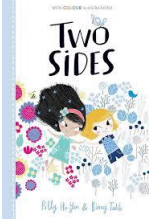


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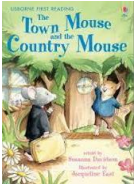
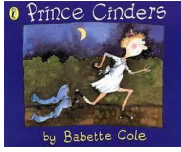
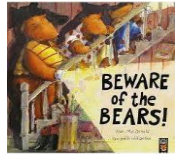

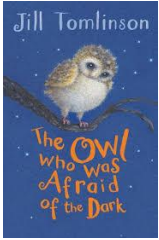
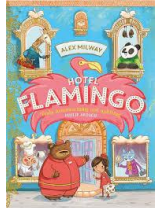
English Writing Progression Map – Year 2 – core texts, GPS skills, composition objectives and writing outcomes

English High Quality Texts and Writing Skills Map – Year 2

| Autumn 1 | Text/Stimulus | Text/Stimulus | Text/Stimulus | Text/Stimulus | Text/Stimulus | Suggested class reads |
|--|---|--|--|--|---------------|--|
| Geography – Leigh/England Science – Animals, including humans | Transition text | Katie Morag Island Stories by Mairi Hedderwick  | Katie Morag and the Two Grandmothers by Mairi Hedderwick  | Selection of riddles, including Crazy Mayonnaisy Mum by Juia Donaldson  | |  |
| Grammar Punctuation Spelling | Sounds Write Extended Code. Common exception words. Simple compound sentences using 'and', 'but', 'because'. Simple expanded noun phrases. Capital letters, full stops. Make phonetically plausible attempts at spelling unknown words. | Sounds Write Extended Code. Common exception words. Simple compound sentences using 'and', 'but', 'because'. Expanded noun phrases. Commas in a list. Capital letters, full stops. Make phonetically plausible attempts at spelling unknown words. | Sounds Write Extended Code. Common exception words. Simple compound sentences using 'and', 'but', 'because'. Expanded noun phrases. Commas in a list. Imperative verbs. Capital letters, full stops. Make phonetically plausible attempts at spelling unknown words. | Sounds Write Extended Code. Common exception words. Simple compound sentences using 'and', 'but', 'because'. Expanded noun phrases. Commas in a list. Capital letters, full stops. Make phonetically plausible attempts at spelling unknown words. | | The Magic Finger by Roald Dahl  |
| Composition | Write a simple, coherent narrative. Write simple compound sentences. Re-read writing to check it makes sense. Capital letters, full stops. | Write a simple, coherent narrative. Write simple compound sentences. Re-read writing to check it makes sense. Capital letters, full stops. | Write simple compound sentences. Re-read writing to check it makes sense. Capital letters, full stops. | To write simple poetry. Re-read writing to check it makes sense. Capital letters, full stops. | | Two Sides by Polly Ho-Yen and Binny Talib |
| Handwriting | Sit correctly at a table, holding a pencil comfortably and correctly. Print lower case and capital letters more confidently, starting and finishing in the right place. Use finger spaces confidently. Understand letters in handwriting families (eg, ascenders/descenders). | | | | | |
| Writing Outcome | Narrative | Character description | Instructions | Poetry; riddle | | |



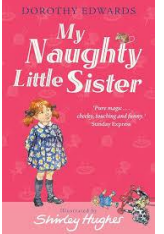
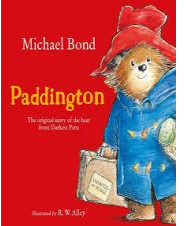
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English Writing Progression Map – Year 2 – core texts, GPS skills, composition objectives and writing outcomes

| Genre | | | | | |
|---|--|--|--|---|--|
| <p>Autumn 2</p> <p>History – Steam engines</p> <p>Science – Living Things and their Habitat</p> | <p>Text/Stimulus</p> <p>Remembrance project: Town Mouse, Country Mouse (Usborne)</p>  | <p>Text/Stimulus</p> <p>Prince Cinderella by Babette Cole</p>  | <p>Text/Stimulus</p> <p>Beware of the Bears by Alan Macdonald</p>  | <p>Text/Stimulus</p> <p>Ten Things Found in a Wizard's Pocket by Ian McMillan</p>  | <p>Suggested class reads</p>  |
| <p>Grammar</p> <p>Punctuation</p> <p>Spelling</p> | <p>Sounds Write Extended Code. Common exception words. Use a variety of sentence types: statement and exclamation. Capital letters, full stops, exclamation mark. Make phonetically plausible attempts at spelling unknown words.</p> | <p>Sounds Write Extended Code. Common exception words. Expanded noun phrases to describe and specify. Commas in a list. Co-ordinating conjunctions: and, or, but, so. Capital letters, full stops. Make phonetically plausible attempts at spelling unknown words.</p> | <p>Sounds Write Extended Code. Common exception words. Use a variety of sentence types: statement and exclamation. Capital letters, full stops, exclamation mark. Make phonetically plausible attempts at spelling unknown words.</p> | <p>Sounds Write Extended Code. Common exception words. Simple compound sentence. Expanded noun phrases. Commas in a list. Capital letters, full stops, exclamation marks. Make phonetically plausible attempts at spelling unknown words.</p> | <p>The Owl Who Was Afraid of the Dark by Jill Tomlinson</p>  |
| <p>Composition</p> | <p>Write a simple, coherent narrative about their own and others' experiences. To write compound sentence using two different sentence types for effect and in the right context. Use new vocabulary from reading. To use the correct tense.</p> | <p>Write a simple, coherent narrative about their own and others' experiences. To write compound sentence co-ordinating conjunctions to join two clauses. Use new vocabulary from reading. To use the correct tense. Begin to proofread work for errors.</p> | <p>Write a simple, coherent narrative about their own and others' experiences. To write compound sentence using two different sentence types for effect and in the right context. Use new vocabulary from reading. To use the correct tense. Begin to proofread work for errors.</p> | <p>To write simple poetry. Re-read writing to check it makes sense. Capital letters, full stops, exclamation marks. To read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>Hotel Flamingo by Alex Milway</p> |

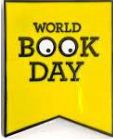
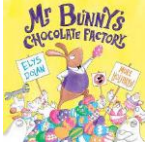
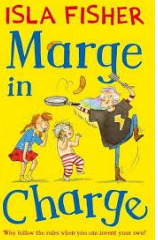
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English Writing Progression Map – Year 2 – core texts, GPS skills, composition objectives and writing outcomes

| Handwriting | Sit correctly at a table, holding a pencil comfortably and correctly. Write lower case and capital of the correct size and orientation. Use appropriate spacing between words. Begin to join two letters in a digraph. | | | | |
|---|--|---|-------------------|---------------|--|
| Writing Outcome Genre | Narrative; letter | Narrative; diary entry | Narrative; letter | Poem | |
| Spring 1 History – Neil Armstrong Science – Animals, including humans | Text/Stimulus The Man on the Moon by Simon Bartram  | Text/Stimulus Little People, Big Dreams – Amelia Earhart and Jane Goodall  | Text/Stimulus | Text/Stimulus | Text/Stimulus |
| Grammar Punctuation Spelling | Sounds Write/Twinkl PlanIt Y2 Term 2a Common exception words. Begin to extend sentences using subordinating conjunctions; when, if, that, because. Use co-ordinating conjunctions; or, and, but. Capital letters, full stops, question marks, exclamation marks. Make phonetically plausible attempts at spelling unknown words. | Sounds Write/Twinkl PlanIt Y2 Term 2a Common exception words. Begin to extend sentences using subordinating conjunctions; when, if, that, because. Use co-ordinating conjunctions; or, and, but. Begin to use apostrophes to show possession. Capital letters, full stops, question marks, exclamation marks. Make phonetically plausible attempts at spelling unknown words. | | | |
| Composition | Write a simple, coherent narrative about their own and others' experiences. To write more complex sentence using subordinating and co-ordinating conjunctions to join two clauses. Use new vocabulary from | Write about real events, recording these simply and clearly. Plan writing by recording ideas and key vocabulary. Use non-fiction layouts. To write more complex sentence using subordinating and co-ordinating | | | |
| | | | | |  My Naughty Little Sister by Dorothy Edwards  Paddington by Michael Bond |

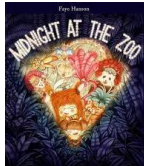
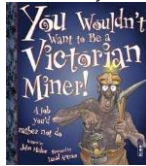
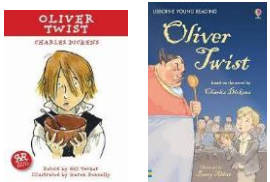
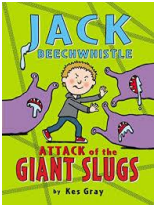
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English Writing Progression Map – Year 2 – core texts, GPS skills, composition objectives and writing outcomes

| | | | | | | |
|--|---|---|----------------------|----------------------|----------------------|--|
| | reading. To use the correct tense. Begin to proofread work for errors and make simple corrections, revisions and additions. | conjunctions to join two clauses. Use new vocabulary from reading. To use the correct tense. Begin to proofread work for errors and make simple corrections, revisions and additions. | | | | |
| Handwriting | Write capital letters and digits of correct size, orientation and relationship to each other and to lower case letters. Use appropriate spacing between words. Begin to join two letters in a digraph. Begin to use diagonal and horizontal strokes needed to join letters. | | | | | |
| Writing Outcome Genre | Narrative; diary entry | Non-fiction; biography | | | | |
| Spring 2 | Text/Stimulus | Text/Stimulus | Text/Stimulus | Text/Stimulus | Text/Stimulus | Suggested class reads |
| Geography – Continents Science – Plants | <p>WORLD BOOK DAY TEXT 2 weeks</p>  | <p>Mr Bunny's Chocolate Factory by Elys Dolan</p>  | | | |  |
| Grammar Punctuation Spelling | Sounds Write/Twinkl PlanIt Y2 Term 2b. Common exception words. Revision of GPS as appropriate. Introduction to contractions. Make phonetically plausible attempts at spelling unknown words. | Sounds Write/Twinkl PlanIt Y2 Term 2b. Common exception words. Write extended sentences using subordinating conjunctions; when, if, that, because. Use co-ordinating conjunctions; or, and, but. Begin to use apostrophes to show possession. Capital letters, full stops, question marks, exclamation marks. Make phonetically plausible attempts at spelling unknown words. | | | | Marge in Charge by Isla Fisher |

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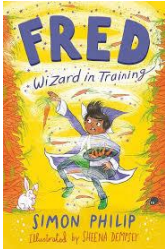
English Writing Progression Map – Year 2 – core texts, GPS skills, composition objectives and writing outcomes

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|--|---|---|---|---------------|---------------|---|
| Composition | Write simple compound and more complex sentences for narrative or non-fiction. Re-read writing to check it makes sense. Begin to proofread work for errors and make simple corrections, revisions and additions. | Write a simple, coherent narrative about their own and others' experiences. Plan writing by recording ideas and key vocabulary. To write more complex sentence using subordinating and co-ordinating conjunctions to join two clauses. Use new vocabulary from reading. To use the correct tense throughout. Proofread work for spelling and punctuation errors and make simple corrections, revisions and additions. | | | | |
| Handwriting | Write capital letters and digits of correct size, orientation and relationship to each other and to lower case letters. Use spacing between words that reflects the size of the letters. Use diagonal and horizontal strokes needed to join letters. Join two letters in a digraph. | | | | | |
| Writing Outcome Genre | | Narrative; letter | | | | |
| <p>Summer 1</p> <p>History – The Industrial Revolution</p> <p>Science – Working Scientifically</p> | <p>Text/Stimulus</p> <p>Midnight at the Zoo by Faye Hanson</p>  | <p>Text/Stimulus</p> <p>You Wouldn't Want to be a Victorian Miner by John Malam</p>  | <p>Text/Stimulus</p> <p>Oliver Twist by Charles Dickens (retold by Gill Tavner)</p> <p>Usborne Oliver Twist</p>  | Text/Stimulus | Text/Stimulus | <p>Suggested class reads</p>  |
| Grammar Punctuation Spelling | Sounds Write/Twinkl PlanIt Y2 Term 3a. Common exception words. Write extended sentences using a variety of subordinating and co-ordinating conjunctions. Use expanded noun phrases and | Sounds Write/Twinkl PlanIt Y2 Term 3a. Common exception words. Write extended sentences using a variety of subordinating and co-ordinating conjunctions. Move a | Sounds Write/Twinkl PlanIt Y2 Term 3a. Common exception words. Write extended sentences using a variety of subordinating and co- | | | Attack of the Giant Slugs by Kes Gray |



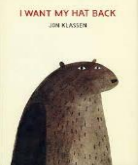
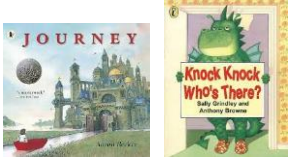
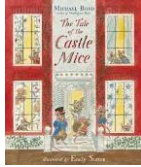
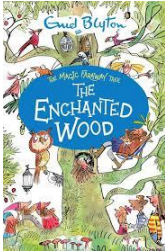
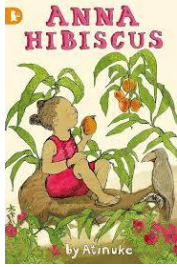
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English Writing Progression Map – Year 2 – core texts, GPS skills, composition objectives and writing outcomes

| | | | | | | |
|-----------------|--|---|--|--|--|--|
| | <p>use commas in a list. Use apostrophes to show possession. Capital letters, full stops, question marks, exclamation marks. Make phonetically plausible attempts at spelling unknown words. Use literary devices such as similes and alliteration.</p> | <p>subordinate clause position within a sentence. Use expanded noun phrases and use commas in a list. Use apostrophes to show possession. Capital letters, full stops, question marks, exclamation marks. Make phonetically plausible attempts at spelling unknown words.</p> | <p>ordinating conjunctions. Move a subordinate clause position within a sentence. Use expanded noun phrases and use commas in a list. Use apostrophes to show possession. Capital letters, full stops, question marks, exclamation marks. Make phonetically plausible attempts at spelling unknown words. Use literary devices such as similes.</p> | | |  <p>Fred Wizard in Training by Simon Philip</p> |
| Composition | <p>Write a simple, coherent narrative about their own and others' experiences. Plan writing by recording ideas and key vocabulary. To write complex sentence using subordinating and co-ordinating conjunctions to join two clauses. Use a variety of sentence types. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. Proofread work for spelling and punctuation errors and make simple corrections, revisions and additions.</p> | <p>Write about real events, recording these simply and clearly. Plan writing by recording ideas and key vocabulary. Use non-fiction layouts. To write more complex sentence using subordinating and co-ordinating conjunctions to join two clauses. Use a variety of sentence types. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. Proofread work for spelling and punctuation errors and make simple corrections, revisions and additions.</p> | <p>Write a simple, coherent narrative about their own and others' experiences. Plan writing by recording ideas and key vocabulary. To write complex sentence using subordinating and co-ordinating conjunctions to join two clauses. Use a variety of sentence types. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. Proofread work for spelling and punctuation errors and make simple corrections, revisions and additions.</p> | | | |
| Handwriting | <p>Write capital letters and digits of correct size, orientation and relationship to each other and to lower case letters. Use spacing between words that reflects the size of the letters. Use diagonal and horizontal strokes needed to join letters. Begin to join several letters in a complete word.</p> | | | | | |
| Writing Outcome | Narrative; diary entry | Non-fiction; fact file | Narrative | | | |

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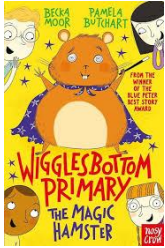

English Writing Progression Map – Year 2 – core texts, GPS skills, composition objectives and writing outcomes

| Genre | | | | | | |
|--|--|--|--|---|---------------|---|
| Summer 2 Geography- The Great Barrier Reef Science – Use of Everyday Materials | Text/Stimulus | Text/Stimulus | Text/Stimulus | Text/Stimulus | Text/Stimulus | Suggested class reads |
| | I Want My Hat Back by Jon Klassen  | Journey by Aaron Becker Knock, Knock Who's There? By Sally Grindley  | The Tale of the Castle Mice by Michael Bond  | Transition text – July and September Year 3 | |  |
| Grammar Punctuation Spelling | Sounds Write/Twinkl PlanIt Y2 Term 3b. Common exception words. Write extended sentences using a variety of subordinating and co-ordinating conjunctions. Move a subordinate clause position within a sentence. Use expanded noun phrases and use commas in a list. Use adverbs. Use apostrophes to show possession. Use a variety of sentence types. Capital letters, full stops, question marks, exclamation marks. Make phonetically plausible attempts at spelling unknown words. | Sounds Write/Twinkl PlanIt Y2 Term 3b. Common exception words. Expanded noun phrases. Commas in a list. Adverbs. Capital letters, full stops, question marks, exclamation marks. Make phonetically plausible attempts at spelling unknown words. | Sounds Write/Twinkl PlanIt Y2 Term 3b. Common exception words. Write extended sentences using a variety of subordinating and co-ordinating conjunctions. Move a subordinate clause position within a sentence. Use expanded noun phrases and use commas in a list. Use adverbs. Use apostrophes to show possession. Use a variety of sentence types. Capital letters, full stops, question marks, exclamation marks. Make phonetically plausible attempts at spelling unknown words. | | | The Enchanted Wood by Enid Blyton  |
| Composition | Write about fictional experiences, recording these simply and clearly. Plan writing by recording ideas and key vocabulary. Use non-fiction layouts. To write | To write simple poetry. Re-read writing to check it makes sense. Capital letters, full stops, exclamation marks. To read aloud what they have written | Write a simple, coherent narrative about their own and others' experiences. Plan writing by recording ideas and key vocabulary. To write | | | Anna Hibiscus by Atinuke |



Leigh St Mary's CE Primary School

English Writing Progression Map – Year 2 – core texts, GPS skills, composition objectives and writing outcomes

| | | | | | | |
|-----------------------|--|--|---|--|--|---|
| | <p>more complex sentence using subordinating and co-ordinating conjunctions to join two clauses. Use a variety of sentence types. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. Proofread work for spelling and punctuation errors and make simple corrections, revisions and additions.</p> | <p>with appropriate intonation to make the meaning clear. Proofread work for spelling and punctuation errors and make simple corrections, revisions and additions.</p> | <p>complex sentence using subordinating and co-ordinating conjunctions to join two clauses. Use a variety of sentence types. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. Proofread work for spelling and punctuation errors and make simple corrections, revisions and additions.</p> | | |  <p>Wiggles Bottom Primary – The Magic Hamster by Becka Moor</p> |
| Handwriting | Write capital letters and digits of correct size, orientation and relationship to each other and to lower case letters. Use spacing between words that reflects the size of the letters. Use diagonal and horizontal strokes needed to join letters. Begin to join several letters in a complete word. | | | | | |
| Writing Outcome Genre | Non-fiction; instructions | Poem | Narrative; story | | | |
| Poetry Spine |  <p>Rhyme/poem of the week from: Crazy Mayonnaisy Mum by Julia Donaldson, The Works KS1 by Pie Corbett, Heard it in the Playground by Allan Ahlberg, A First Poetry Book by Pie Corbett.</p> | | | | | |

| | |
|--|-----------------------------|
| | Narrative / Fiction writing |
| | Non-fiction writing |
| | Poetry |