

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	Recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).	Spell some Y1 and Y2 common exception words correctly.	Spell some Y1 and Y2 common exception words correctly. Segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for single- syllable words.	Spell most Y1 and Y2 common exception words correctly. Segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.	Spell most Y1 and Y2 common exception words correctly. Self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).
	the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written);	the /l/ or /ɔl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);	the /aɪ/ sound spelt -y (e.g. cry, fly, July); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);	the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);	the /ɔ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);	the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /z/ sound spelt 's' (e.g. television, usual).
	add -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);	add -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;	add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);	add -ing, -ed, er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);	add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	Write, from memory, simple sentences dictated by the teacher - accurately spelt
					Spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.	Learn the possessive singular apostrophe (e.g. the girl's book).
Letter formation and handwriting	Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters	Begin to use the diagonal and horizontal strokes needed to join letters.	Begin to use the diagonal and horizontal strokes needed to join letters.	Begin to use the diagonal and horizontal strokes needed to join letters.	Begin to use the diagonal and horizontal strokes needed to join letters.
Planning and editing	Write narratives about personal experiences and those of others (real and fictional). Write about real events using non fiction structures Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary	Write narratives about personal experiences and those of others (real and fictional). Write simple poetry. Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary	Write narratives about personal experiences and those of others (real and fictional). Write about real events using non fiction structures Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary Encapsulate what they want to say, sentence by sentence.	Write narratives about personal experiences and those of others (real and fictional). Write simple poetry. Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	Write narratives about personal experiences and those of others (real and fictional). Write about real events using non fiction structures Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary Reread to check that their writing makes sense and that the correct tense is used throughout.	Write narratives about personal experiences and those of others (real and fictional). Write simple poetry. Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
Composition	Use the present tense mostly correctly and consistently. Form statement sentences	Use the present tense and the past tense mostly correctly and consistently. Use co-ordination (or/and/but). Use expanded noun phrases to describe and specify (e.g. the blue butterfly).	Form question sentences Use some subordination (when/if/that/because).	Form command sentences	Form exclamation sentences	
Punctuation	capital letters, full stops		question marks	commas to separate lists;	exclamation marks; apostrophes to mark contractions.	apostrophes to mark singular possession
Terminology	statement, suffix, present tense,	noun, noun phrase, compound, adjective, past tense	question	command adverb, verb, comma.	exclamation, apostrophe	



Year 2 - Writing Progression of Knowledge and Skills