



Uffculme Progression in Writing										
Year 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
<b>Progression of Core Texts</b>	<i>Fiction</i> <b>Augustus and his smile</b> – by Catherine Rayner	<i>Non-fiction</i> <b>Penguins –</b> by Emily Bone	<i>Spoken language -</i> <b>Christmas production</b>	<i>Poetry</i> <b>Tell me a dragon</b>	<i>Fiction</i> <b>Tell me a dragon</b>	<i>Fiction</i> <b>The Owl who was afraid of the dark</b>	<i>Non-fiction</i> <b>Amelia Earhart</b>	<i>Fiction</i> <b>Mrs Armitage</b>	<i>Non-fiction</i> <b>How to wash a wooly Mammoth</b>	<i>Poetry</i> <b>A first book of the sea</b>
Links to Wider Curriculum	Stand alone	Science – Animal characteristic and habitats	RE – Christians and God	DT – making a moving dragon	Class reader – The boy who grew dragons	Science Animals – Aut/ Living things - summer	History – Mary Anning recount	Geography - Seasides	Stand alone	History- Seasides
Independent Purposeful Writing Outcomes <i>Teachers can add specific detail about 'Audience, Purpose and Form' of final outcome.</i>	To write a losing and finding tale based on the structure of Augustus and his smile.	To write a non-chronological report about an animal they have researched.	To perform in front of an audience.	To write a simile dragon poem	To write a character description about my dragon	To write a story beginning in the style of 'The Owl who was afraid of the dark'	To write a biography about Mary Anning.	To write a cumulative tale	To write instructions	Write own senses poem about the seaside. .
Writing for purpose - composition <u>focus</u>  <i>NB: Composition strands run throughout the year- This indicates focus only.</i>	- Write for different purposes. - Write stories about things that have happened to me or other people - Consider what they are going to write before beginning by writing down ideas. - Evaluate their writing with the teacher and other pupils	•To write about real events, recording these simply and clearly •To write for different purposes, after discussion with the teacher.	*Spoken language - - listen and respond appropriately to adults and their peers - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performance s, role play, improvisation s and debates	-To encapsulate what they want to say, sentence by sentence. -To develop positive attitudes towards and stamina for writing by writing poetry.	- To think about what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.  -To consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	-To plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud. - To think about what I am going to write by writing down my ideas and important words which will help me. - To make changes in my writing by listening to what others have to say about it. -To write for different purposes.	writing narratives about personal experiences and those of others, - writing about real events, sequencing sentences to form short narratives	-To write simple, coherent narratives about other people (fictional); - Write a story in punctuated sentences using the structure of the text	-planning or saying out loud what they are going to write about, -writing down ideas/key words, including new vocabulary  Make simple additions, revisions and corrections to their own writing by: -evaluating their writing with the teacher and other pupils	To encapsulate what they want to say, sentence by sentence. -To develop positive attitudes towards and stamina for writing by writing poetry. - To write for different purposes.



<p>Writing to be clear - grammar and punctuation</p>	<p>-Write a story in punctuated sentences using the structure of the text - Use expanded noun phrases in my writing to help me describe and add detail - Use verbs correctly when writing in the past tense. - Use familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks. Using the conjunction 'but'</p>	<p>•To demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks. •To use sentences with different forms in my writing (statements, questions, exclamations and commands). -To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>• gain, maintain and monitor the interest of the listener(s)</p>	<p>-To use adjectives and expanded noun phrases to describe features of a dragon. -To understand what a simile is.</p>	<p>-To write a descriptive text about my dragon using noun phrases, adjectives, verbs and adverbs in my writing.  -To learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].  -To use apostrophes to show where some letters are missing in a word.  -To learn how to use sentences with different forms: statement, question, exclamation, command.</p>	<p>-Use a range of punctuation correctly e.g. exclamation marks, commas, apostrophes, speech marks. - To write expanded noun phrases to describe and add detail to my writing. - To use conjunctions to connect ideas and sentences.</p>	<p>the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p>-To use expanded noun phrases in my writing to help me describe and add detail - To use verbs correctly when writing in the present or past tense. - To use familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</p>	<p>-To use punctuation including full stops, capital letters, exclamation marks, question marks -To use question marks, exclamation marks and verb</p>	<p>- To Include adjectives to describe nouns, verbs and adverbs in their verses</p>
<p>Spelling</p>	<p>Little Wandle phonics</p>			<p>Little Wandle phonics for those requiring additional input Little Wandle bridge to spelling Little Wandle Spelling programme</p>			<p>Little Wandle Spelling programme</p>			
<p>Handwriting</p>	<p>Follow the Nelson Handwriting scheme.</p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• 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 un-joined.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> <li>• Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</li> </ul>									



- Use of Letter Join scheme