

Progression Document for Year 2

Year 2 Autumn Term

| Writing Root Text | Goldilocks Project | Wolves | Jim and the Beanstalk | The Journey Home | We are Water Protectors | House Held up by Trees | |
|---|---|---|---|--|---|--|--|
| Outcomes Fiction Non-fiction | Character descriptions Wanted posters Letters Narrative retellings Speech bubbles | Captions Information Character descriptions Comparisons | Alternative rhymes Narrative retellings Thought bubbles Informal letters | Missing posters Fact-files Lists Postcards Wanted posters Information report Short retellings | List poems Fact-files Non-chronological reports Chronological reports Warning signs | Factual descriptions Advertisements Thought bubbles Explanations Poetry | |
| Main outcome | Sequel | Non-chronological leaflet | Sequel | Persuasive letter | Environmental campaigns | Factual report | |
| Audience / Form | 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 | Alternative rhymes to 'fee-fi-fo-fum' Thought bubbles in role Retelling of original story Thank you letter from the Giant Story sequel | Missing poster to find lost animal Fact-file about extinct animals Postcard to recount events Wanted poster to catch hunters Persuasive letter to save an endangered animal | List poem about water Fact-file about water pollution Non-chronological report about animals Water cycle report Warning signs to oil company Environmental campaign to save water | Description of trees Advertisement for a house sale Thought bubbles in role Life-cycle of a tree explanation Poem about trees Factual report about trees | |
| Purposes covered | Describe Inform Persuade Entertain | Describe Inform | Entertain Reflect | Inform Recount Persuade | Entertain Inform Persuade | Persuade Reflect Inform | |
| Grammar coverage (these may be taught multiple times throughout the sequence) * indicates coverage from a different year group | Word | singular / plural -s and -es* | use of -er suffix with adjectives adjectives | rhyming words adverbs with -ly | -e and -es for plural nouns | adjectives with -ous and -tion alliteration | subject-specific nouns and adjectives formation of adverbs using -ly |
| | Sentence | subordination (because) statements adverbials of time* coordinating conjunctions (but) | noun phrases subordination (so that, because, in order to, by) statements questions | coordinating conjunctions (and, but, so, or) adverbials of time* noun phrases | noun phrases statements questions exclamations commands coordinating conjunctions (and, but, so, or) commas in a list | subordination (as, because, if) coordinating conjunctions (and, but, so, or) statements exclamations questions | questions statements exclamations commands noun phrases subordination (when, after, as, before) |
| | Punctuation | capital letters full stops | capital letters full stops question marks | intro to inverted commas for speech | capital letters full stops questions marks exclamation marks | capital letters full stops questions marks exclamation marks | questions marks possessive apostrophes |
| | Text | sequencing sentences to form short narratives* | subheadings* paragraphs to group material* | sequencing sentences to form short narratives* progressive verbs paragraphs to group material* | subheadings* present progressive verbs simple past tense | present progressive verbs correct and consistent tense | sequencing sentences present tense subheadings* paragraphs to group material* |

Progression Document for Year 2

Year 2 Spring Term

| Writing Root Text | The Bear Under the Stairs | The Minpins | The Bear and the Piano | The Owl and the Pussycat | Tadpole's Promise | Grandad's Camper | If All the World Were... | |
|---|---|--|--|---|--|---|---|--|
| Outcomes Fiction Non-fiction | Personal reflections Letters Narrative retellings Own version narratives | Danger posters Setting descriptions Character descriptions Narrative retellings Information reports Postcards | Letters of advice Thought bubbles in role Short news reports Retellings Information posters | Letters Interviews Lists Instructions | Simple explanations Speech bubbles Setting descriptions Thought bubbles Own version narratives | Labels Memory poems Interviews Photo album captions Postcards | Writing in role Diary entries 'Top tips' guide Letters of advice | |
| Main outcome | Non-chronological report | Own version narrative | Own version narrative | Rhyming poem | Narrative / Explanation | Sequel | Non-narrative poem | |
| Audience / Form | Reflections about fears Letter from William to a friend Letter in reply Retelling of narrative Own-version narrative Non-chronological report about bears | 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 Own version narrative adventure | Letter of advice to Bear Short news report about Bear's piano concerts Thought bubble for Bear Short retelling of story Information poster about an animal Own version narrative about an animal overcoming a fear | Packing lists of things to take on boat Love letter from Owl to Pussycat Interview between Owl and Pussycat Instructions to find land Rhyming poem | Description of a change Setting description of the river Thought bubble of the frog Speech bubble conversation Own version narrative Explanation of the life-cycle of a frog | 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 Sequel story | Thought bubble in role Diary entry for girl / grandad 'Top tips' for dealing with feelings' guide Letter of advice to the girl Non-narrative read-aloud poem | |
| Purposes covered | Reflect Entertain Inform | Inform Describe Entertain | Inform Reflect Entertain Describe | Instruct Reflect Inform Entertain | Describe Reflect Entertain Explain | Inform Reflect Describe Entertain | Reflect Instruct Inform Entertain | |
| Grammar coverage (these may be taught multiple times throughout the sequence) * indicates coverage from a different year group | Word | homophones graphemes for phoneme / air/ | -ment and -ness adjectives contrasting adjectives -er -est suffixes | modal verbs – could, should, would* alliteration | -ful and -less adjectives -ly adverbs -un prefix rhyming words / syllables | alliteration | a / an before consonant or vowel* simple / expanded noun phrases modal verbs – could, should, would* | |
| | Sentence | statements questions exclamations commands coordination (and, but, or) adverbials of time* | noun phrases commands coordination (and, or, but) questions exclamations subordination (because, as, when, while) | questions statements subordination (because, as) coordination (and, or, but) expanded noun phrases adverbials of time* | subordination (when, if, that, because) noun phrases statements questions commands | adverbials of time* noun phrases adverbial phrases* subordination (because, so that) | subordination (because, as) coordination (and) simple prepositions* questions adverbials of time * | questions statements commands subordination (if, because) noun phrases repetition for effect* |
| | Punctuation | full stops capital letters questions marks exclamation marks | questions marks exclamation marks possessive apostrophe | question marks apostrophes for contractions commas in lists | apostrophes for contractions capital letters – functions question marks | possessive apostrophes apostrophes for contraction intro to inverted commas for speech | commas in lists questions marks | questions marks |
| | Text | sequencing sentences to form short narratives* | simple past -ed past progressive -ing subheadings* present tense verbs | simple past -ed present tense verbs past and present progressive | past progressive verb agreement | verb choices sequencing sentences in chronological order | past progressive simple past -ed irregular past tense verbs sequencing sentences to form short narratives* | subject-verb agreement simile/metaphor |

Progression Document for Year 2

Year 2 Summer Term

| Writing Root Text | The Dragon Machine | Ocean Meets Sky | Toys in Space | The Great Fire of London | Rosie Revere, Engineer | A Walk in London | |
|---|--|--|--|--|--|---|---|
| Outcomes Fiction Non-fiction | Dragon guides Letters of advice Encyclopaedia entries Explanations Shopping lists Descriptions | Labels Diary entries Instructions Postcards Captain's logs Dialogue Fantasy setting descriptions | Found posters Diary entries Speech bubbles Notes of advice Space logs Invitations Fantasy setting descriptions Character descriptions | Persuasive posters Comparisons Warning posters Speech bubbles Diary entries Letters of advice Certificates | Short explanations Writing in role Reports Adverts Labels | Instructions Persuasive poster Setting descriptions Captions Postcards Diary entries | |
| Main outcome | Own version narrative | Fantasy narrative | Own version narrative | Information booklet | Leaflet | 'A Walk in...' guidebook | |
| Audience / Form | A guide to spotting dragons Letter of advice to George Encyclopaedia entry about dragons Description of dragon machine Own version dragon narrative | 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 Extended fantasy narrative | Found poster to find toys' owners Diary entry in role Speech bubbles for main characters Letter of advice to help Hootopize Spaceship captain's space log Party invitation to Hootopize Description of fantasy planet Fantasy character description Own version fantasy world narrative | 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 Information booklet about the Great Fire of London | Short explanation of bridge design Thought bubbles for Rosie Rosie's school report Advert for Tower Bridge (or similar) exhibition Diagram labels Leaflet for a local landmark | Instructions for preparing for a trip Poster to persuade others to go on regular walks Setting description of St. Paul's Cathedral Postcard about a trip to London Diary entry of a trip to a local place 'A Walk in...' guide to a local place | |
| Purposes covered | Inform Persuade Describe Entertain | Inform Reflect Instruct Describe Recount Entertain | Inform Reflect Persuade Recount Describe Entertain | Persuade Instruct Reflect Inform | Inform Reflect Persuade | Instruct Persuade Describe Inform Recount | |
| Grammar coverage (these may be taught multiple times throughout the sequence) * indicates coverage from a different year group | Word | -un prefix modal verbs – could, should, would* -ment / -ness suffix | -er suffix modal verbs – could, should, would* adjectives with -ing suffix | -er suffix modal verbs – could, should, would* adjectives with -ing suffix | technical vocabulary imperative verbs -ing suffix superlatives -est | -ment / -ness suffix -ing suffix imperative verbs -ful /-less suffix -ment / -ness suffix -est suffix | |
| | Sentence | simple prepositions* coordination (and, but, or) subordination (because, when, if, that) commands statements questions simple / expanded noun phrases adverbials of time* | coordination (and) subordination (because) noun phrases simple prepositions* commands exclamations questions adverbials of time* | coordination (and, so) subordination (because) questions expanded noun phrases statements simple prepositions* exclamations commands adverbials of time* | questions exclamations comparative conjunctions (but, and) commands statements subordination (because) adverbials of time* | subordination (when) expanded noun phrases statements exclamations commands questions questions commands exclamations expanded noun phrases prepositions* subordination (because, if) | |
| | Punctuation | question marks commas in lists | commas in lists exclamation marks question marks | capital letters for proper nouns apostrophes for contraction question marks exclamation marks | capital letters for proper nouns apostrophes for contraction question marks exclamation marks | possessive apostrophe apostrophes for contraction exclamation marks questions marks | capital letters for proper nouns* question marks exclamation marks adverbials of time* |
| | Text | simple past -ed sequencing sentences to form short narratives* | present tense verbs simple past -ed paragraphs to group* | present progressive regular / irregular past tense verbs future tense sequencing sentences to form short narratives* | regular / irregular past tense verbs present progressive subheadings* | present progressive questions as subheadings* | consistent present tense regular / irregular past tense verbs first / second person paragraphs to group* subheadings* |