

Newton Hill Community Primary Writing Progression Document



	Transcription		Composition	
Year 2	Spelling- Read Write Inc	Handwriting	Composition: Structure and purpose	Vocabulary, Grammar and Punctuation
	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	Form lowercase letters of the correct size relative to one another.	Following discussions with the teacher, write simple coherent narratives about personal experiences and those of others, whether real or imagined, maintain the narrative form.	Use coordinating conjunctions (and, but or) and some subordinating e.g. when, if, that, because to join sentences.
	Write from memory simple sentences dictated by the teacher that include words using the gpcs, common	Pupil begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Write about real events, maintain for and purpose.	Pupils use sentence demarcation with increasing accuracy, including capital letters, full stops, questions marks and exclamation marks.
	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Following discussions with their teacher, pupils write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing.	Pupils' choice of tense is mostly consistent and grammatically accurate including use of past and present tense.
	Learning to spell common exception words.	Use spacing between words that reflect the size of the letters.	Compose orally and write poetry in a variety of forms.	Pupils can identify words classes: noun, adjective, verb and adverb

Newton Hill Community Primary Writing Progression Document



	Learning to spell more words with contracted forms. E.g. can't didn't.		Reread and check own writing making simple addition, revisions and proofread corrections.	
	Learning the possessive apostrophe (singular). E.g. Tom's football			
	Distinguishing between homophones and near-homophones. E.g. blue/blew, see/sea, to/too/two			
	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly .			
	Apply spelling rules and guidance, as listed in <u>Appendix 1 Read Write Inc</u>			



Read Write Inc Appendix 1

Spelling Transcription
Learning to spell more words with contracted forms. <i>Practice Book 2A</i> Special focus 5: Contractions and apostrophes (p.40). <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43).
Learning the possessive apostrophe (singular). <i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54). <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43).
Distinguishing between homophones and near-homophones. <i>Practice Book 2A</i> Special focus 2: Homophones (p.19).
Add suffixes to spell longer words: <i>Practice Book 2B</i> Unit 13: Adding the suffix -ment (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix -ness 1 (p.19) and adding the suffix -ness 2 (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix -ful (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix -less (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix -ly (p.20).
Spelling content
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. - Year 2A Unit 10 The <i>j</i> sound.
The /s/ sound spelt c before e, i and y. Year 2A Unit 2 Soft c .
The /n/ sound spelt kn and (less often) gn at the beginning of words. Year 2A Unit 6 The n sound spelt kn and gn .
The /r/ sound spelt wr at the beginning of words. Year 2B Unit 1 The r sound spelt wr .
The /l/ or /əl/ sound spelt -al at the end of words Year 2B Unit 8 Words ending in -le.
Words ending -il.- Year 2B Special Focus 3 Words ending in -il and words where s makes the zh sound.
The /aɪ/ sound spelt -y at the end of words Year 2A Unit 7 The igh sound spelt y.
Adding -es to nouns and verbs ending in -y. Year 2B Unit 15 Adding the suffix -es (where the root word ends in y).
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. Year 2A Unit 13 Adding the suffix -ed (2) (swapping y for i). Year 2B Unit 3 Adding the suffixes -er or -est (2) (swapping y for i).
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. Year 2A Unit 4 Adding the suffix -y (2) (to words ending in e). Year 2A Unit 9 Adding the suffix -ing (2) (to words ending in e or ie). Year 2A Unit 14 Adding the suffix -ed (3) (dropping e to add -ed , and revision of doubling final consonant and swapping y for i). Year 2B Unit 2 Adding the suffixes -er or -est (1) (words where no change is needed; words ending in e).

Newton Hill Community Primary Writing Progression Document



Year 2 Common Exception Words

New Curriculum Spelling List Year 2

door	child	cold	pretty	grass	improve	parents	poor
wild	gold	beautiful	pass	sugar	Christmas	find	most
hold	after	plant	could	everybody	mind	both	told
fast	path	would	even	floor	children	every	last
bath	sure	because	climb	great	past	hour	eye
kind	only	break	father	move	should	behind	old
steak	class	prove	who	whole	many	busy	water
half	Mr	any	clothes	people	again	money	Mrs