A close up of a logo

Description automatically generated**Read to Write: Progression Overview Counts in Year 2**

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| **A** | **B** | **C** | **D** | **E** | **F** |
| **Vehicle Text** | | | | | |
| **A River** | **The Night Gardener** | **The Bog Baby** | **Grandad’s Island** | **The King Who Banned the Dark** | **Rosie Revere** |
| **Writing Outcome & Writing Purpose** | | | | | |
| **Narrative:** Circular Narrative  **Purpose:** To narrate | **Narrative:** Setting Narrative  **Purpose:** To narrate | **Narrative:** Finding Narrative  **Purpose:** To narrate | **Narrative:** Return Narrative  **Purpose:** To narrate | **Narrative:** Mistake Narrative  **Purpose:** To narrate | **Narrative:** Invention Narrative  **Purpose:** To narrate |
| **Recount:** Letter  **Purpose:** To inform | **Recount:** Diary  **Purpose:** To recount | **Instructions:** How to build a habitat  **Purpose:** To instruct | **Information:** Jungle Animals  **Purpose:** To inform | **Information:** How to be a Regal Leader  **Purpose:** To inform | **Explanation:** How a machine works  **Purpose:** To explain |
| **Grammar: Word** | | | | | |
| **Build on previous units & focus on:**  Use of the Suffixes  –er & –est in adjectives | **Build on previous year & focus on:**  Use of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**  Formation of adjectives using suffixes e.g. –ful, –less  Use of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**  Use of the Suffixes  –er & –est in adjectives  Use of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**  Formation of nouns using suffixes e.g. –ness, –er  and by compounding  Formation of adjectives using suffixes e.g. –ful, –less  Use of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**  Formation of nouns using suffixes e.g. –ness, –er  and by compounding  Use of the Suffixes  –er & –est in adjectives  Use of the suffix –ly to turn adjectives into adverbs |
| **Grammar: Sentence** | | | | | |
| **Build on previous year & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Sentence indicates its function as a statement and question.  Expanded Noun Phrases for description and specification | **Build on previous units & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Sentence indicates its function as a statement, question and command.  Expanded Noun Phrases for description and specification | **Build on previous units & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Expanded noun phrases for description and specification  How the grammatical patterns in a sentence indicates its function as a statement, question and command | **Build on previous units & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Sentence indicates its function as a statement, question, command, and exclamation  Expanded Noun Phrases for description and specification | **Build on previous units & focus on:**  Expanded noun phrases for description and specification  Subordination (using when, if, that, because)  Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement. | **Build on previous units & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Sentence indicates its function as a statement, question, command and exclamation.  Expanded Noun Phrases for description and specification |
| **Grammar: Text** | | | | | |
| **Build on previous year & focus on:** | **Build on previous units & focus on:** | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing | **Build on previous units.**  Correct choice and consistent use of past and present tense throughout writing | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs |
| **Grammar: Punctuation** | | | | | |
| **Build on previous units & focus on:**  Use of capital letters, full stops and question marks to demarcate sentences    Use apostrophes to mark singular possession in nouns | **Build on previous year & focus on:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Apostrophes to mark where letters are missing in spelling  Commas to separate items in a list | **Build on previous units & focus on:**  Use of capital letters, full stops and question marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark where letters are missing in spelling (contractions) | **Build on previous units & focus on:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Apostrophes to mark singular possession in nouns | **Build on previous units & focus on:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Apostrophes to mark singular possession in nouns  Commas to separate items in a list | **Build on previous units & focus on:**  Use of capital letters, full stops and question marks to demarcate sentences  Apostrophes to mark singular possession in nouns  Commas to separate items in a list |
| **Terminology for Pupils** | | | | | |
| noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma | | | | | |