**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, –lessUse of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**Use of the Suffixes–er & –est in adjectivesUse of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**Formation of nouns using suffixes e.g. –ness, –erand by compoundingFormation of adjectives using suffixes e.g. –ful, –lessUse of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**Formation of nouns using suffixes e.g. –ness, –erand by compoundingUse of the Suffixes–er & –est in adjectivesUse 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 specificationHow 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 exclamationExpanded Noun Phrases for description and specification | **Build on previous units & focus on:**Expanded noun phrases for description and specificationSubordination (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 sentencesApostrophes 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 sentencesCommas to separate items in a listApostrophes 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 sentencesApostrophes 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 sentencesApostrophes to mark singular possession in nounsCommas to separate items in a list | **Build on previous units & focus on:**Use of capital letters, full stops and question marks to demarcate sentencesApostrophes to mark singular possession in nounsCommas 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 |