



# Naunton Park Writing Progression Y2 NB: Practise and consolidate EYFS, Y1 lists

**NC terminology for children:** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma

<b>TEXT LEVEL: Connecting words and phrases, cohesion and paragraphing</b>	<b>SENTENCE LEVEL: structure, grammar and punctuation</b>	<b>WORD LEVEL: Vocabulary and spelling</b>	<b>LANGUAGE EFFECTS</b>
<p><b>Orally retell stories and non-fiction texts in correct sequence.</b> Allow time during the Imitation phase for children to fully internalise a text. Innovate known story, <u>substituting</u> new characters, settings etc. as well as <u>adding</u> new ideas, description and events</p> <p><b>Plan and/or orally rehearse before writing.</b> Use shared and guided writing.</p> <p><b>Group sentences into clear sections: beginning, middle, end for narrative and given structure for non-narrative.</b> 'Chunk/box up' known story into beginning, middle and end. Use as a generic model to plan new story, e.g. story mountain.</p> <p><b>Use adverbial openers in texts both orally and in writing.</b> Adverbials can be single words (adverbs) or phrases. They qualify verbs answering: – <b>When? Time connectives</b> many years ago... suddenly, in the end, as</p>	<p><b>Orally internalise, recognise and begin to explore a wider range of sentences in context:</b> draw from oral and written models and explore their purpose and effect on the reader.</p> <p><b>Use compound sentences join two or more simple sentences together</b> using and, but, or, so (co-ordinating conjunctions)</p> <p><b>Introduce the idea that the balance of two (or more) sentences is equal</b>, they both have a verb and a complete idea and make sense on their own. The children played on the swings <b>and</b> they slid down the slide.</p> <p><b>Use conjunctions to help add information and extend ideas.</b> Complex sentences: because, as, when, if, that, then (subordinating conjunctions) ☑ The Little Red hen went outside <u>because</u> she wanted to plant some corn. – We put on our coats <b>when</b> we go</p>	<p><b>Use vocabulary appropriate to the context:</b> – A developing bank of story phrases: A long, long time ago; In a faraway land...; down the road, the giant strode – Simple but precise technical vocabulary related to topic: a slice of bread; microwave; grill</p> <p><b>Increase the range of prepositions used:</b> behind, above, along, after, between, before</p> <p><b>Use a greater range of adjectives:</b> Enormous, fierce, gloomy, shimmering</p> <p><b>Include simple expanded noun phrases:</b> – <b>add more than one adjective:</b> the gigantic, scary woman – <b>add precision</b> a jam sandwich; the plastic wheel; three chimneys – <b>add determiners:</b> <u>more</u> dragons; <u>some</u> flowers</p>	<p><b>Use alliteration to describe</b> eg one wet wellington; free phone; several silent, slithering snakes.</p> <p><b>Use similes</b> using like... ... like sizzling sausages ...hot like a fire Using as...as... As quiet as a snow falling among the trees As mean as a miser Using than Heavier than a bucket of bricks</p> <p><b>Use comparative and superlative adjectives for precision and effect:</b> big-bigger-biggest and experiment with intensifying adjectives for words like rainy, fearful etc. eg more, very, most, slightly, rather etc.</p> <p><b>Use generalisers for information,</b> Build these into non-fiction imitation e.g. most dogs...some cats...</p>

<p>soon as...</p> <ul style="list-style-type: none"> <li>– <b>Where? Prepositional phrases</b> under the bridge.</li> <li>– <b>How? Adverbs</b> heavily, slowly, wearily, luckily, unfortunately</li> </ul> <p><b>Introduce more complex connectives, e.g.</b> although, however, whenever</p> <p><b>Use past and present tenses consistently both orally and in writing.</b> Some children may need to be explicitly taught irregular past tense of some verbs catch/caught, creep/ crept, find/found, go/went.</p> <p><b>Use first and third person consistently.</b> Use shared reading and writing to demonstrate the use of the first person in recounts and, generally, the third person in narratives.</p> <p><b>Use pronouns correctly to refer to the relevant noun</b> Pronouns often replace a noun or noun phrase and help to avoid repetition.</p> <p><b>Tell and write, thinking of audience and purpose. Reread and listen for the effect on the reader.</b></p>	<p>outside.</p> <p>☒ The mouse ate the cheese <b>as</b> he was very hungry.</p> <p><b>Add information using a ‘who’ clause</b> Once upon a time there was a little old woman <b>who</b> lived in a forest..., There are many children <b>who</b> like to eat ice cream.</p> <p><b>Experiment with length of sentences</b> <u>Long sentences</u> to add description or information. Use <u>short sentences</u> for emphasis or to grab the reader’s attention. The Princess smiled sweetly and then disappeared into the golden, glass carriage. ....Stop right there!</p> <p><b>Use ‘patterns of 3’ sentences for description.</b> Elephants have large ears, long trunks and a tiny tail.</p> <p><b>Use imperatives / commands</b> Whisk the eggs quickly....Sprinkle sugar carefully...</p> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>– commas to separate items in a list</li> <li>– Introduce speech marks</li> <li>– Apostrophes to mark contractions: You <u>can’t</u> catch me....</li> <li>– Exclamations! For drama and clarity.</li> <li>– Questions to draw in the reader?</li> </ul>	<p><b>Use a range of pronouns correctly</b></p> <ul style="list-style-type: none"> <li>– personal: me, you, him, her, us, them</li> <li>– possessive: his, her, their, mine, yours</li> </ul> <p><b>Use adverbial phrases</b></p> <ul style="list-style-type: none"> <li>– to say when something is happening: first; next; after that; in the morning; at dinner-time; on Friday night</li> <li>– more adverb starters: After a while; As soon as; Before; Immediately; The next day; One fine day...</li> </ul> <p><b>Use a greater range of verbs for precision and clarity</b> e.g. synonyms for said /went/came/got/look: shouted, whispered/ chased; hurried, scampered; grabbed, gripped; stared, peered.</p> <p><b>Use the regular past tense accurately.</b></p> <p><b>Use generalisers for information:</b> Most dogs.... Some cats....</p> <p><b>Use a range of suffixes to make:</b></p> <ul style="list-style-type: none"> <li>– nouns e.g. -ness, -er, -tion</li> <li>– adjectives e.g. -ful, -less -like, -ish</li> <li>– comparatives and superlatives -er est,</li> </ul>	<p><b>In persuasive writing, use strong, positive language and exaggeration to appeal to the reader e.g.</b> We <b>must</b> be allowed to go outside because it is <b>such</b> a beautiful day. This chocolate bar <b>will</b> be the <b>best</b> you have ever tasted. <b>If</b> you owned these shoes they <b>would</b> change your life!</p> <p><b>Think about the effect on the reader,</b> eg similes build a picture, alliteration creates sound effect and makes a phrase memorable.</p>
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