

## Progression in Year 2/P3

The following chart gives an overview of the 'Revisit' and 'New Learning' objectives that are covered across Year 2/P3, as well as the frequency with which they are taught. There is some consolidation of Year 1/P2 content in the early missions and any objectives that are introduced towards the end of the year are covered again in Year 3/P4.

It is assumed that by the start of Year 2/P3, most children will be familiar with:

- ▶ saying and writing simple sentences
- ▶ joining words and clauses using 'and'
- ▶ punctuating sentences using a capital letter and full stop
- ▶ beginning to punctuate sentences using a ? or !
- ▶ capital letters for people, places, days of the week and the pronoun I

**Year 2 Big Writing Adventures progression grid**

Category	Teaching focus	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5
<b>Grammar: word level</b>	identifying nouns, adjectives and verbs	✓				
	using nouns, adjectives and verbs to add detail	✓	✓	✓		
	using nouns, adjectives and adverbs to add detail to description		✓		✓	
	identifying and using 'bossy' verbs		✓	✓		
	using adverbs to add detail			✓		
	expanded noun phrases to describe and specify			✓	✓	✓
	extending the range of subordinating conjunctions: as, while, after					✓
<b>Grammar: sentence level</b>	adding detail to description using the senses	✓				✓
	using coordinating connectives (conjunctions) to join words and clauses: and, but, or, so, then	✓	✓	✓	✓	
	using different sentence forms: statement, question	✓	✓			✓
	using simple past tense (verb suffixes: ed)	✓	✓	✓	✓	
	using present tense	✓	✓	✓	✓	

Category	Teaching focus	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5
<b>Grammar: sentence level</b>	different question forms: who, what, when, where, why, how		✓			
	using different sentence forms: command, exclamation	✓	✓	✓		✓
	adding detail to description using: who, what, when, where, why, how		✓	✓	✓	
	linking and sequencing sentences using: first, next, then, soon, finally			✓		✓
	using direct speech			✓		✓
	varying sentence length for effect				✓	✓
	opening a sentence with a connective or subordinate clause				✓	✓
	using simple literary language – rhyme, rhythm, alliteration, onomatopoeia				✓	
	using the present progressive form to show action in progress				✓	✓
	identifying features of written standard English (Posh Voice)			✓		
	using some features of written standard English (Posh Voice)			✓		✓
	using sub-ordinating connectives (conjunctions) to join words and clauses: when, if, because, that			✓	✓	✓
	linking and sequencing: soon, after, before, at last, the next day					✓
	subordinate clauses/ connectives: when, if, because, that, as, while			✓		✓
<b>Grammar: Punctuation</b>	punctuating sentences: exclamation mark	✓	✓		✓	✓
	punctuating sentences: question mark	✓	✓		✓	✓
	using apostrophes for contractions			✓		✓
	using commas in a list				✓	✓
	using possessive apostrophes for singular nouns				✓	
	using speech punctuation			✓		✓

<b>Composition</b>	using simple captions, labels and lists		✓	✓	✓	
	understanding structure, purpose and audience	✓	✓	✓	✓	✓
	sequencing sentences to form short narratives		✓	✓	✓	
	using clear narrative structure: beginning, middle, end		✓			✓
	using simple organizational devices: captions, labels, headings		✓	✓	✓	
	recounting simple events in sequence			✓		
	conscious use of vocabulary, punctuation and varied sentence length for effect					✓
	using paragraphs to organize and sequence ideas					✓
	matching form and organisation to purpose: formal letter structure					✓
<b>Performance</b>	performing what they have written using appropriate intonation				✓	

## Text Type Coverage for Year 2/P3

The following text types are written outcomes of the 5 Missions in Year 2/P3:

- ▶ Character descriptions
- ▶ Non-chronological reports: information texts
- ▶ Third-person narratives: fantasy stories; legends
- ▶ Invitations
- ▶ Directions
- ▶ Formal letters of apology and explanation
- ▶ Chronological news reports
- ▶ Poems