

Learning and Progression Steps (LAPS) in Writing

Planning for Progression: Year 2



Range of Writing:	<ul style="list-style-type: none"> • Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. • Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. • Poetry e.g. classic poems, poems on a theme, poems with a structure. 			
	LAP 1	LAP 2	LAP 3	Key Learning
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words <i>and</i> and <i>but</i> (co-ordination). 	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words <i>so</i> and <i>or</i> (co-ordination). 	<ul style="list-style-type: none"> • Within their own writing, edit and improve simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination). 	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination).
	<ul style="list-style-type: none"> • Use sentences with different forms: questions and exclamations. 	<ul style="list-style-type: none"> • Use sentences with different forms: statements and commands. 	<ul style="list-style-type: none"> • Use and punctuate correctly sentences with different forms: statement, question, command, exclamation. 	<ul style="list-style-type: none"> • Use sentences with different forms: statement, question, command, exclamation.
	<ul style="list-style-type: none"> • Secure the use of full stops, capital letters, exclamation marks and question marks. 	<ul style="list-style-type: none"> • With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. 	<ul style="list-style-type: none"> • Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. 	<ul style="list-style-type: none"> • Secure the use of full stops, capital letters, exclamation marks and question marks.
		<ul style="list-style-type: none"> • Use commas to separate items in a list. 	<ul style="list-style-type: none"> • Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. 	<ul style="list-style-type: none"> • Use commas to separate items in a list.
			<ul style="list-style-type: none"> • Use apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>. • Use apostrophes for singular possession in nouns, e.g. the girl's name. 	<ul style="list-style-type: none"> • Use apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>. • Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>.
	<ul style="list-style-type: none"> • Use subordination for time using when e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play</i> 	<ul style="list-style-type: none"> • Use subordination for time using before and after e.g. <i>We ate our picnic before and after</i> 	<ul style="list-style-type: none"> • Use subordination for time using when, before and after e.g. <i>Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.</i> 	<ul style="list-style-type: none"> • Use subordination for time using when, before and after e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i>
	<ul style="list-style-type: none"> • Use subordination for reason using because e.g. <i>He wore his coat because it was raining. Because it was raining, he wore his coat.</i> 	<ul style="list-style-type: none"> • Use subordination for reason using if e.g. <i>If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</i> 	<ul style="list-style-type: none"> • Use subordination for reason using because and if e.g. <i>I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</i> 	<ul style="list-style-type: none"> • Use subordination for reason using because and if e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i>

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Vocabulary, Grammar and Punctuation Contd.	<ul style="list-style-type: none"> Use the subordinating conjunction that in oral sentences using starter prompts, <i>e.g. I hope that ...; My teacher told me that...; He said that...</i> 	<ul style="list-style-type: none"> Use the subordinating conjunction <i>that</i> in sentences and use in narrative writing, <i>e.g. Dougal said that he would love to stay.</i> 	<ul style="list-style-type: none"> Use the subordinating conjunction that in sentences and use these in non-fiction writing such as a recount or letter, <i>e.g. I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</i> 	<ul style="list-style-type: none"> Use the subordinating conjunction that in a sentence, <i>e.g. I hope that it doesn't rain on sports day.</i>
	<ul style="list-style-type: none"> Identify, understand and select verbs to complete sentences. 	<ul style="list-style-type: none"> Generate, select, and effectively use verbs. 	<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of verbs. 	<ul style="list-style-type: none"> Select, generate and effectively use verbs.
	<ul style="list-style-type: none"> Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, <i>e.g. She is watching television. I am reading my favourite book.</i> 	<ul style="list-style-type: none"> Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, <i>e.g. He was singing at the top of his voice. They were flying through space.</i> 	<ul style="list-style-type: none"> Explore the progressive form of verbs in the present tense (<i>e.g. she is drumming</i>) and past tense (<i>e.g. he was shouting</i>) to mark actions in progress 	<ul style="list-style-type: none"> Explore the progressive form of verbs in the present tense (<i>e.g. she is drumming</i>) and past tense (<i>e.g. he was shouting</i>) to mark actions in progress.
	<ul style="list-style-type: none"> Use past tense accurately and consistently for narratives, recounts and historical reports. 	<ul style="list-style-type: none"> Use present tense accurately and consistently for non-chronological reports and persuasive adverts. 	<ul style="list-style-type: none"> Independently, edit and improve own writing to ensure accurate and consistent use of tense, <i>e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations.</i> 	<ul style="list-style-type: none"> Use past tense for narrative, recount (<i>e.g. diary, newspaper report, biography</i>) historical reports. Use present tense for non-chronological reports and persuasive adverts.
	<ul style="list-style-type: none"> Identify, understand and select nouns to complete sentences. 	<ul style="list-style-type: none"> Generate, select and effectively use nouns. 	<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of nouns. 	<ul style="list-style-type: none"> Select, generate and effectively use nouns.
	<ul style="list-style-type: none"> Generate, select and effectively use adjectives. 	<ul style="list-style-type: none"> Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, <i>e.g. the ferocious green dragon.</i> 	<ul style="list-style-type: none"> Identify, generate and effectively use noun phrases, <i>e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</i> 	<ul style="list-style-type: none"> Select, generate and effectively use adjectives
	<ul style="list-style-type: none"> Identify, understand and select adverbs to complete sentences. 		<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of adverbs. 	<ul style="list-style-type: none"> Select, generate and effectively use adverbs.
Composition: Planning	<ul style="list-style-type: none"> Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.</i> 	<ul style="list-style-type: none"> Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, extending vocabulary and ideas.</i> 	<ul style="list-style-type: none"> Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</i> 	<ul style="list-style-type: none"> Plan and discuss what to write about <i>e.g. story mapping, collecting new vocabulary, key words and ideas.</i>

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Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally rehearse each sentence prior to writing including simple and compound sentences. 	<ul style="list-style-type: none"> Orally rehearse every sentence before writing, including those which have been extended. 	<ul style="list-style-type: none"> Drawing on sentence structures from known texts, orally rehearse every sentence before writing, <i>e.g. This is a story about a rat. Not any old rat but a rat who travelled the highway!</i> 	<ul style="list-style-type: none"> Orally rehearse each sentence prior to writing.
	<ul style="list-style-type: none"> Identify purpose and audience for writing, <i>e.g. to entertain children in Reception with our traditional tales. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with.</i> 	<ul style="list-style-type: none"> Identify purpose and audience for writing, <i>e.g. to entertain our classmates with our explorer stories. Discuss structure needed, e.g. an opening which introduces the character, problem/s and ending. Plan and write clear sections, drafting short sections as appropriate.</i> 	<ul style="list-style-type: none"> Identify purpose and audience for writing, <i>e.g. to persuade children in Year 1 to visit our farm shop. Discuss the language and structural organisation needed, e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.</i> 	<ul style="list-style-type: none"> Use specific text type features to write for a range of audiences and purposes <i>e.g. to instruct, inform, entertain, explain, discuss, persuade.</i>
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Edit and improve own writing with specific guidance from the teacher, <i>e.g. Can you add the question marks to the sentences where they are needed?</i> 	<ul style="list-style-type: none"> Edit and improve own writing with some signposting from the teacher, <i>e.g. I have put a star next to a sentence that I think can be improved. Can you improve it?</i> 	<ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose. 	<ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose.
	<ul style="list-style-type: none"> Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. 	<ul style="list-style-type: none"> Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults. 	<ul style="list-style-type: none"> Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience. 	<ul style="list-style-type: none"> Evaluate their writing with adults and peers.
	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, <i>e.g. spotting and changing he walking to the shop to he walked to the shop.</i> 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, <i>e.g. spotting and changing he walking to the shop to he walked to the shop or he was walking to the shop.</i> 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, <i>e.g. correcting he walking to the shop to he walked to the shop.</i>
Performing	<ul style="list-style-type: none"> Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, <i>e.g. pausing at full stops, question marks and exclamation marks.</i> 	<ul style="list-style-type: none"> Read aloud their writing with intonation taking note of punctuation to make the meaning clear <i>e.g. pausing at commas which separate items in a list.</i> 	<ul style="list-style-type: none"> Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear <i>e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.</i> 	<ul style="list-style-type: none"> Read aloud their writing with intonation to make the meaning clear.