



Progression through Genres - Year 2

Non-Fiction						
	Text Structure	Sentence	Useful Vocabulary		Word Classes	Punctuation
Instructions	A goal is outlined – a statement about what is to be achieved.	Imperative verbs are used to begin sentences.	First of all	Carefully	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.	Use spaces that reflect the size of the letters.
	Written in sequenced steps to achieve the goal.	Use simple adverbs <i>e.g. slowly, quickly.</i>	To start with	Gently		Use full stops correctly.
	Diagrams and illustrations are used to make the process clearer.	Use simple noun phrases <i>e.g. long stick.</i>	Finally	Softly		Use question marks correctly.
Recount – experiences, diary, police reports, sports reports	Brief introduction and conclusion.	Subject/verb sentences <i>e.g. He was... They were... It happened...</i>	Afterwards	I found it	Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	Use exclamation marks correctly.
	Written in the past tense <i>e.g. I went...</i>	Some modal verbs introduced <i>e.g. would, could, should.</i>	After that	interesting when		Use capital letters correctly.
	<i>I saw...</i>	Use simple adverbs <i>e.g. quickly, slowly.</i>	When	I found it boring		Apostrophes for contractions.
Non-Chronological Reports	Main ideas organised in groups.	Use simple adverbs <i>e.g. quickly, slowly.</i>	Suddenly	when	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions Subordination – when, if, that, because	Possessive apostrophes for singular nouns.
	Ideas organized in chronological order using connectives that signal time.	Use simple noun phrases <i>e.g. large tiger.</i>	Just then	I didn't expect		Commas to separate items in lists.
			Next			
Non-Chronological Reports	Brief introduction and conclusion.	Subject/verb sentences <i>e.g. He was... They were... It happened...</i>	Much later		Tense Correct and consistent use of past and present tense.	
	Written in the appropriate tense. <i>e.g. Sparrow's nest... Dinosaurs were... .</i>	Some modal verbs introduced <i>e.g. would, could, should.</i>	They like to	They live in		Coordination – or, and, but.
	Main ideas organized in groups.	Use simple adverbs <i>e.g. quickly, slowly.</i>	They can	Like many		
Non-Chronological Reports		Use simple noun phrases <i>e.g. large tiger.</i>	It can	I am going to	Adverbs 'ly' added to adjective to form adverb.	
			The ___ have but the ___ have ___			
			There are two sorts of			



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Letters	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organized in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Subject/verb sentences <i>e.g. I think... We want...</i></p> <p>Some modal verbs introduced <i>e.g. would, could, should.</i></p> <p>Use simple adverbs <i>e.g. yesterday, today.</i></p> <p>Use simple noun phrases <i>e.g. red shoes</i></p>	<p>Later</p> <p>Afterwards</p> <p>After that</p> <p>Eventually</p> <p>And, then, but, so, when.</p> <p>Dear Sir/Madam..</p> <p>Dear Mr/Mrs..</p> <p>Yours Sincerely</p> <p>Yours faithfully</p> <p>I would like to...</p> <p>We felt...</p>	<p>Noun Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Subordination – when, if, that, because</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
	<p>Persuasion – Purpose: advert, leaflet, argument</p>	<p>Brief introduction and conclusion.</p> <p>Written In the present tense.</p> <p>Main ideas organised in groups.</p>	<p>Subject/verb sentences <i>e.g. He was... They were... It happened...</i></p> <p>Some modal verbs introduced <i>e.g. would, could, should.</i></p> <p>Use simple adverbs <i>e.g. yesterday, today.</i></p> <p>Use simple noun phrases <i>e.g. red shoes</i></p> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p>	<p>The biggest</p> <p>The greatest</p> <p>The longest</p> <p>The tallest</p> <p>I think that</p> <p>I believe that</p> <p>Extraordinary</p> <p>Remarkable</p>	<p>Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>



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Biography	Brief introduction and conclusion.	Subject/verb sentences <i>e.g. He was... They were... It happened...</i>	As a child... As a teenager...	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions.	
	Written in the past tense <i>e.g. He went... She travelled</i>	Some modal verbs introduced <i>e.g. would, could, should.</i>	He/She was In my view...			
	Main ideas organised in groups.	Use simple adverbs <i>e.g. quickly, slowly.</i>	I believe... At a young age...			
Balance Argument: Purpose: Speech, Essay, Letter	Ideas organised in chronological order using connectives that signal time.	Use simple noun phrases <i>e.g. large crowd</i>	One of the interesting things about ___ was ___	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use commas to separate items in lists.	
	Brief introduction and conclusion.	Subject/verb sentences <i>e.g. He was... They were... It happened...</i>	I am going to... It seems...			
	Written with an impersonal style	Some modal verbs introduced <i>e.g. would, could, should.</i>	In fact... To sum this up...			
Newspaper	Main ideas organised in groups.	Use simple adverbs <i>e.g. yesterday, last week</i>	The opposite view of this is...	Correct and consistent use of past and present tense.	Use commas to separate items in lists.	
	Using sequencing techniques – time related words.	Use simple noun phrases <i>e.g. angry mum</i>	Not everyone agrees with this...			
	A photo with a caption.	Uses rhetorical questions.				
Newspaper	Brief introduction and conclusion.	Uses ambitious adjectives to grab the reader's attention.		Correct and consistent use of past and present tense.	Use commas to separate items in lists.	
	Written in the past tense.	Subject/verb sentences <i>e.g. He was... They were... It happened...</i>	Amazing Incredible			
	Main ideas organised in groups.	Some modal verbs introduced <i>e.g. would, could, should.</i>	It was a terrible... Afterwards			
Newspaper	Using sequencing techniques – time related words.	Use simple adverbs <i>e.g. yesterday, today.</i>	The scene was... Shocking	Correct and consistent use of past and present tense.	Use commas to separate items in lists.	
	A photo with a caption.	Use simple noun phrases <i>e.g. red shoes</i>	Many passers by... Awful			
			Some children were...			



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	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Story	Sentences organised chronologically indicated by time related words <i>e.g. finally</i>	Subject/verb sentences <i>e.g. He was... They were... It happened...</i>	Year 2 ambitious vocabulary used	Noun Form nouns using suffixes and compounding.	Use spaces that reflect the size of the letters.
	Divisions in narrative may be marked by sections/paragraphs	Simple connectives and, but, then, so, when link clauses	Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise	Expanded noun phrases for description. Add 'es' to nouns.	Use full stops correctly.
	Connections between sentences make reference to characters <i>e.g. Peter and Jane/ they</i>	Speech-like expressions in dialogue <i>e.g. Chill out!</i>	Conjunctions: who, because	Verbs Progressive form of verbs in the past and present tense.	Use question marks correctly.
	Connections between sentences indicate extra information <i>e.g. but they got bored</i>	Use simple adverbs <i>e.g. quickly, slowly.</i>	Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Add 'es', 'ed' and 'ing' to verbs.	Use exclamation marks correctly.
	or	Use simple noun phrases <i>e.g. massive field</i>		Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.	Use capital letters correctly.
	indicate concurrent events <i>e.g. as they were waiting</i>			Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.	Apostrophes for contractions. Possessive apostrophes for singular nouns.
				Tense Correct and consistent use of past and present tense.	Commas to separate items in lists.
				Adverbs 'ly' added to adjective to form adverb.	

Poetry	Reading Poetry	Performing Poetry	Creating Poetry
	talk about own views, the subject matter and possible meanings;	perform individually or together; speak clearly and audibly.	experiment with alliteration to create humorous and surprising combinations;
	comment on which words have most effect, noticing alliteration;	use actions and sound effects to add to the poem's meaning	make adventurous word choices to describe closely observed experiences;
	discuss simple poetry patterns		create a pattern or shape on the page; use simple repeating phrases or lines as models