



# Writing Year 2 Curriculum Overview

<b>Composition Statutory requirements</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>			
<b>Spoken Language (Y1-6)</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers.</li> <li>ask relevant questions to extend their understanding and knowledge.</li> <li>use relevant strategies to build their vocabulary.</li> <li>articulate and justify answers, arguments, and opinions.</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>		<ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <p>select and use appropriate registers for effective communication.</p>	
<b>Autumn</b>				
<b>Class Book / Supporting Texts</b>	<p>The Hodgeheg by Dick King-Smith</p> <p>Non – Chron reports about animals</p> <p>The Bee Book by Charlotte Milner</p> <p>The Honey Bee by Kirsten Hall</p>		<p><b>Vlad and the Great Fire</b> of London by Kate Cunningham</p> <p><b>Cats Sleep Anywhere</b> by Eleanor Farjeon – Link to naughty elf</p> <p><b>Freaky Week</b> by Pie Corbett</p>	
<b>Text Types</b>	<b>PVPG</b>	<b>Non-Chronological Report</b>	<b>Character Descriptions</b>	<b>List Poems</b>
<b>Grammar Features</b>		<p>Embed previously taught content: <b>capital letters</b></p> <p>Use <b>question marks</b></p> <p>Use expanded noun phrases for specification.</p> <p>Use the co-ordinating conjunctions:</p> <ul style="list-style-type: none"> <li><b>and</b></li> <li><b>•</b></li> <li><b>or</b></li> </ul>	<p>Use expanded noun phrases for description.</p> <p><b>Use more adventurous vocabulary choices to add detail.</b></p> <p>Use of commas in a list</p> <p>Use subordinating conjunctions</p> <ul style="list-style-type: none"> <li>when</li> </ul>	<p>Poetry Techniques</p> <p>Onomatopoeia</p> <p>Repetition and rhythm</p> <p>Lines and verses</p> <p>Embed previously taught content: capital letters.</p> <p>Use capital letters for days of the week.</p>



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		<p><b>Use the subordinating conjunction 'because'</b></p>	<ul style="list-style-type: none"> <li>• if</li> <li>• that</li> </ul> <p>Use sentences with different forms:</p> <ul style="list-style-type: none"> <li>• statements</li> <li>• questions</li> </ul> <p>Use apostrophes for singular possession.</p>	<p>Use a wider variation of sentence openers (subordination)</p>
<b>Spring</b>				
<b>Class Book / Supplementary Texts</b>	<p><b>That Rabbit Belongs to Emily Brown (Fixing the Full Stops)</b> BY Cressida Cowell</p> <p><b>Emily Brown and the Thing</b> by Cressida Cowell</p>		<p><b>Little Red Riding Hood (Various versions for comparison)</b> <b>Little Red</b> by Bethan Woollvin</p> <p><b>Grace Darling – Grace To The Rescue: (Historical Storybooks)</b> by Margaret, Nash.</p> <p><a href="https://www.youtube.com/watch?v=xCL1x7wHQLY">https://www.youtube.com/watch?v=xCL1x7wHQLY</a></p>	
<b>Text Types</b>	Instructions	Narrative recount		Recount – letter / Diary
<b>Grammar Features</b>	<p>Use capital letters for:</p> <ul style="list-style-type: none"> <li>· The beginning of sentences</li> </ul> <p>Use the co-ordinating conjunction 'and'</p> <p>Use question marks.</p> <p style="background-color: yellow;">Use time conjunctions to connect and sequence ideas.</p> <p>Use sentences with different forms:</p> <ul style="list-style-type: none"> <li>· commands</li> </ul> <p>Use commas in lists.</p>	<p>Use capital letters for:</p> <ul style="list-style-type: none"> <li>· the beginning of sentences</li> <li>· the names of people and places</li> </ul> <p>Use the co-ordinating conjunction 'and'</p> <p>Use question marks.</p> <p>Use expanded noun phrases for description and specification, e.g. the blue butterfly.</p> <p>Use the subordinating conjunction 'because'</p>	<p>Embed previously taught content: capital letters for names of people, places and dates</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Embed use the co-ordinating conjunctions:</p> <ul style="list-style-type: none"> <li>· and</li> <li>· but</li> <li>· or</li> </ul> <p>Use apostrophes for contracted forms.</p> <p>Use expanded noun phrases for specification.</p> <p>Use sentences with different forms:</p> <ul style="list-style-type: none"> <li>• statements</li> <li>• questions</li> <li>• commands</li> </ul> <p>Use some features of written standard English.</p> <p style="background-color: yellow;">Use time conjunctions to sequence ideas</p>	
<b>Summer</b>				
<b>Class Book Support texts</b>	<p><b>The Twits</b> by Roald Dahl</p>		<p><b>THE MINPINS</b> by Roald Dahl</p>	



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Text Type	Character description	Explanation Text	Application of skills in a genre that is relevant to the time / children (Short burst writing)	Narrative
<b>Grammar Features</b>	<p>Use expanded noun phrases for description.</p> <p><b>Use more adventurous vocabulary choices to add detail.</b></p> <p>Secure use of commas in a list</p> <p>Use subordinating conjunctions</p> <ul style="list-style-type: none"> <li>• when</li> <li>• if</li> <li>• that</li> </ul> <p>Use sentences with different forms:</p> <ul style="list-style-type: none"> <li>• statements</li> <li>• questions</li> </ul>	<p>Use expanded noun phrases for description.</p> <p>Use more adventurous vocabulary choices to add detail.</p> <p><b>Using adverbs to start a sentence.</b></p> <ul style="list-style-type: none"> <li>• place</li> </ul> <p>Use some features of written standard English.</p> <p>Proof-read to check for errors in spelling, punctuation and grammar</p>	<p>Secure previously taught skills</p> <p>Use the progressive form of the present tenses (I am writing)</p> <p>Use a wider range of conjunctions to extend sentences including:</p> <p>co-ordinating</p> <ul style="list-style-type: none"> <li>• or</li> <li>• and</li> <li>• but</li> </ul> <p>subordinating</p> <ul style="list-style-type: none"> <li>• When</li> <li>• if</li> <li>• that</li> <li>• because</li> </ul> <p>Proof-read to check for errors in spelling, punctuation and grammar</p>	<p>Secure previously taught narrative content</p> <p>Write a narrative with an apparent beginning, middle and end</p> <p><b>Begin to use adverbs:</b></p> <ul style="list-style-type: none"> <li>• time</li> <li>• manner</li> <li>• place</li> </ul> <p>Proof-read to check for errors in spelling, punctuation and grammar.</p> <p>Use apostrophes for singular possession.</p>