Writing
Year 2 Curriculum Overview

Composition Statutory requirements	**Pupils should be taught to:** • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes **Consider what they are going to write before beginning by:** • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • 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 • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear		
Spoken Language (Y1-6)	Pupils should be taught to: ✓ listen and respond appropriately to adults and their peers. ✓ ask relevant questions to extend their understanding and knowledge. ✓ use relevant strategies to build their vocabulary. ✓ articulate and justify answers, arguments, and opinions. ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play, improvisations and debates. ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.	
Autumn			
Core Text	The Hodgeheg by Dick King-Smith	**Vlad and the Great Fire of London** by Kate Cunningham **The Santa Trap** by Jonathon Emmett	
Text Types **Mentor Texts**	**PVPG**	**Non-Chronological Report** • Non – Chron reports about animals • Hedgehog stories and songs • The Bee Book by Charlotte Milner • The Honey Bee by Kirsten Hall • Non-fiction books about hedgehogs (DLR)	**Instructions** • Recipe books • Games instructions • The Santa Trap by Jonathan Emmett • How to catch Santa by Jean Reagan • https://www.literacyshed.com/reindeerready.html (How to prepare your home for Santa)
Suggested Short Burst Write	**NA**	**Label a picture of a hedgehog with expanded noun phrases.**	**Create a simple fact file (Wanted poster) of Bradley Bartleby**

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Grammar Features	Nouns – common and proper Verbs- being, to have, regular and irregular action verbs, verb phrases. Subject Single clause sentences Co-ordinating conjunctions to join clauses and compound subjects.	Embed previously taught content: **capital letters** Use **question marks** Use expanded noun phrases for specification. Use the co-ordinating conjunctions: • **and** • **or** Use the subordinating conjunction 'because' Consider the layout of a text: • Use of illustrations / images to aid the reader • Subheadings	Use capital letters for: The beginning of sentences Use the co-ordinating conjunction 'and' Use question marks. Use time conjunctions to connect and sequence ideas. Use sentences with different forms: · commands Use commas in lists. Use bullet points to list Use of illustrations / images to aid the reader
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content?**		
Spring			
Class Text	**The Great Fire of London by Paul Perro** Poet spotlight: Ian Bland Focus poem: The Angry Wind	**Emily Brown and the Thing** by Cressida Cowell	**Little Red Riding Hood (Various versions for comparison)** **Little Red by Bethan Woollvin**
Text Types **Mentor Texts**	**Haiku / Personification Poem** Frog Haiku (The Old Pond) | Matsuo Basho Ian Bland website: Personification Poems KS2 | Bringing Objects to Life • "Haiku Baby" by Betsy E. Snyder: • "Dogku" by Andrew Clements: • "Won Ton: A Cat Tale Told in Haiku" by Lee Wardlaw:	**Narrative** • Trip / visit • The Lonely Beast: by Chris Judge (Author) • Rosie's Walk	**Recount – letter / Diary (perspectives)** • https://www.youtube.com/watch?v=xCL1x7wHQLY • Use diary entry from nusrery rhyme characters
Suggested Short Burst Write	Write simple report based on FOL (Behind me, I can see... • I can hear... • I can feel...	Setting description of a forest / city / North - pole	Description of the wolf.

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	• I can smell... Behind me, I can see towering flames leaping from rooftop to rooftop and thick black smoke swirling high into the sky. I can hear timber crackling, church bells ringing and frightened people shouting as they rush through the streets. I can feel scorching heat pressing against my face and tiny pieces of ash settling on my skin. I can smell burning wood and choking smoke drifting through the air.		
Grammar Features	Adventurous Word choices e.g. alliterative language Poetry Techniques: Haiku Repetition and rhythm Lines and verses Embed previously taught content: capital letters. Use capital letters for days of the week. Use a wider variation of sentence openers (subordination) Similes Personification	Use capital letters for: · the beginning of sentences · the names of people and places Use the co-ordinating conjunctions: · and · but · or Use expanded noun phrases for description and specification, e.g. the blue butterfly. Use the subordinating conjunction 'because' Use apostrophes for possession. Use apostrophes for contraction. Write a narrative with an apparent beginning, middle and end	Embed previously taught content: capital letters for names of people, places and dates Use the present and past tenses correctly and consistently including the progressive form Use capital letters for days of the week. Embed use the co-ordinating conjunctions: · and · but · or Use apostrophes for contracted forms. Use expanded noun phrases for specification. Use sentences with different forms: • statements • questions • commands Use progressive past tense of verbs (I was _____ing) Use time conjunctions to sequence ideas
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?**		

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Summer			
Class Book	**The Twits** by Roald Dahl		**The Minpins** by Roald Dahl
Text Type **Mentor Texts**	**Character description** • Video clips • Charlie and the Chocolate Factory The First Two Finders (Chapter 6), Two More Golden Tickets Found (Chapter 8). • The Twits Chapters 2 and 3 • Me and You by Anthony Browne (Goldilocks • Harry the Poisonous Centipede – Lynne Reid Banks	**Report (linked to Twits- Balloon trip or Minpins – Grunchers spotted)** **First News (children's newspaper)** Simple layout and headlines	**Persuasive – Job description** **National Geographic Kids "Would You Like to Be...?" texts -** Child-friendly information about jobs
Suggested Short Burst Write	Write personal fact files	Warning poster	**If I Met a Minpin** **Focus:** Imagination *What would you do if you met a Minpin?* **Help the Minpins!** **Focus:** Persuasion *Convince people to help the Minpins.*
Grammar Features	Use expanded noun phrases for description. Use more adventurous vocabulary choices to add detail. Secure use of commas in a list Use the subordinating conjunction 'because' Use subordinating conjunctions • when • if • that Use sentences with different forms: • statements • questions Using adverbs to start a sentence. · place Use apostrophe for singular possession.	Use capital letters for: · the beginning of sentences · the names of people and places Begin to use adverbs: · time · manner · place Proof-read to check for errors in spelling, punctuation and grammar. Apostrophes for contraction Subordinating conjunctions (because, where) Use a wider range of conjunctions to extend sentences including: co-ordinating • or • and • but Expanded noun phrases	Use more adventurous vocabulary choices to add detail. (technical vocab?) Use some features of written standard English Use the progressive form of the present tenses (I am writing) Use apostrophes for contraction (you'll / we'll / you're) Use a wider range of conjunctions to extend sentences including: co-ordinating • or • and • but • so subordinating • When • if • that • because Proof-read to check for errors in spelling, punctuation and grammar

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			Questions Commands Exclamation Expanded Noun Phrases Subheadings
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content?**		