

Year 2 Writing Curriculum - DRAFT/UNDER REVIEW

		Autumn		Spring		Summer	
		1	2	1	2	1	2
1	Transcription - Phonics and Spelling	<p>Around a quarter of common exception words spelt correctly for year 2.(in isolation)</p> <p><u>Compound words:</u> carpark, football.</p> <p><u>Re-cap Suffixes:</u> ed, ing, er, est.</p> <p><u>Re-cap Prefix :</u> un e.g. unhappy</p>	<p>Spells correctly half the words from the common exception word list for Year 2 (in isolation)</p> <p>Begins to make phonically plausible attempts to spell words containing graphemes taught up to the end of phase 5.</p> <p><u>Spelling patterns:</u> dge, e.g. judge le, e.g.bottle 's' sound spelt as 'c' e.g rice. 'y' e.g. cry Contractions</p>	<p>Spell correctly most of the words from the common exception word list for Year 2. (in isolation)</p> <p><u>Spelling patterns:</u> kn e.g. know gn e.g. gnat wr e.g. wrong el e.g travel al e.g animal il e.g pencil</p>	<p>Spell correctly most of the words from the common exception word list for Year 2. (in isolation)</p> <p>Begins to make phonically plausible attempts to spell multi-syllabic words using graphemes taught up to the end of phase 5.</p> <p><u>Spelling patterns:</u> 'or' as 'al e.g walk 'o' e.g. mother 'ey' e.g. monkey</p> <p><u>Suffixes:</u> ment. ness, ful, less, ly</p>	<p>Spells correctly most words from the common exception word list for Year 2 in their writing.</p> <p><u>Spelling Patterns:</u> or e.g worm ar e.g warm s as in teasure plurals e.g. s, es, ies</p> <p>The possessive apostrophe</p>	<p>Spells correctly most words from the common exception word list for Year 2 in their writing.</p> <p>In most writing makes phonically plausible attempts to spell all words using graphemes taught up to the end of phase 5.</p> <p><u>Homophones:</u> their, they're, there <u>Spelling Patterns:</u> Recap spelling patterns taught, as needed.</p> <p>tion e.g station</p>
2	Composition - Planning, Evaluating and Editing, and Performing Writing: Composition	<p>Outcomes Mission 1- Planning a Day Out</p> <p><i>Alien description, Designing a leaflet to a place of interest, Weekend News, Letter for</i></p>	<p>Outcomes Mission 2- The Silver Box</p> <p><i>A newspaper report, A narrative linked to Space topic, Write a set of instructions to explain how to</i></p>	<p>Outcomes Mission 3- Jack and the Beanstalk</p> <p><i>A narrative -Holiday News, Newspaper article, Set of instructions explaining how to</i></p>	<p>Outcomes Mission 4- Ahoy There!</p> <p><i>A letter to the hunter, Write a description of a pirate, A narrative linked to Africa,</i></p>	<p>Outcomes Mission 5- Robot Mystery</p> <p><i>A narrative (linked to healthy food, persuasive text) Write a formal letter to the</i></p>	<p>Outcomes Transition Unit</p> <p>To be continued from summer 1</p> <p><i>A narrative (linked to healthy food, persuasive text)</i></p>

<p>Pupils should be taught to: Develop positive attitudes towards writing by: writing narratives about personal experiences and those of others writing about real events writing poetry writing for different purposes</p>	<p><i>Avani to the zoo, Top Tips for a Day out at the swimming pool, Letter to Buzz Aldrin.</i></p> <p>Plan writing by: saying out loud what they are going to write about writing down ideas, including new vocabulary planning what they want to say, sentence by sentence</p> <p>Evaluate and edit by: evaluating writing with teacher and other pupils re-reading to ensure writing makes sense and that verbs to indicate time are used correctly including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation</p> <p>Perform by: reading aloud their own writing with appropriate</p>	<p><i>use the X watches, An informal letter (Father Christmas) Simple story about Tiger getting into trouble when using his watch irresponsibly, A diary entry linked to a day in Space.</i></p> <p>Plan writing by: saying out loud what they are going to write about writing down ideas, including new vocabulary planning what they want to say, sentence by sentence</p> <p>Evaluate and edit by: evaluating writing with teacher and other pupils re-reading to ensure writing makes sense and that verbs to indicate time are used correctly including verbs in the continuous form proofreading to</p>	<p><i>grow a giant beanstalk, A narrative linked to Africa, A formal letter to the farmer asking to return Jack's cow, A newspaper report.</i></p> <p>Plan writing by: saying out loud what they are going to write about writing down ideas, including new vocabulary planning what they want to say, sentence by sentence</p> <p>Evaluate and edit by: evaluating writing with teacher and other pupils re-reading to ensure writing makes sense and that verbs to indicate time are used correctly including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation</p> <p>Perform by: reading aloud their own</p>	<p><i>Report about the life of a pirate, Report about African animals, Letter to Nelson Mandela.</i></p> <p>Plan writing by: saying out loud what they are going to write about writing down ideas, including new vocabulary planning what they want to say, sentence by sentence</p> <p>Evaluate and edit by: evaluating writing with teacher and other pupils re-reading to ensure writing makes sense and that verbs to indicate time are used correctly including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation</p> <p>Perform by: reading aloud their own</p>	<p><i>national robotic institute on behalf of Ant and Max. A report (on foods). A letter (to a food manufacture) To write an extended story about the discovery of the mini robot. Two diary extracts.</i></p> <p>Plan writing by: saying out loud what they are going to write about writing down ideas, including new vocabulary planning what they want to say, sentence by sentence</p> <p>Evaluate and edit by: evaluating writing with teacher and other pupils re-reading to ensure writing makes sense and that verbs to indicate time are used correctly including verbs in the continuous form proofreading to check for errors in spelling, grammar and</p>	<p><i>Write a formal letter to the national robotic institute on behalf of Ant and Max. A report (on foods). A letter (to a food manufacture) To write an extended story about the discovery of the mini robot. Two diary extracts.</i></p> <p>Plan writing by: saying out loud what they are going to write about writing down ideas, including new vocabulary planning what they want to say, sentence by sentence</p> <p>Evaluate and edit by: evaluating writing with teacher and other pupils re-reading to ensure writing makes sense and that verbs to indicate time are used correctly including verbs in the continuous form</p>
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		intonation so that the meaning is clear	check for errors in spelling, grammar and punctuation Perform by: reading aloud their own writing with appropriate intonation so that the meaning is clear	writing with appropriate intonation so that the meaning is clear	writing with appropriate intonation so that the meaning is clear	punctuation Perform by: reading aloud their own writing with appropriate intonation so that the meaning is clear	proofreading to check for errors in spelling, grammar and punctuation Perform by: reading aloud their own writing with appropriate intonation so that the meaning is clear
3	Grammar, Vocabulary and Punctuation	Develop their understanding of the concepts- full stops, capital letters, question marks, exclamation marks Learn how to use- statement and question. command and exclamation. the present tenses correctly and consistently the past tenses correctly and consistently Vocabulary Noun Statement Question Exclamation Command Adjective	Develop their understanding of the concepts- full stops, capital letters, question marks, exclamation marks Learn how to use- statement and question. command and exclamation. the present tenses correctly and consistently the past tenses correctly and consistently Vocabulary Noun Statement Question Exclamation Command Adjective	Develop their understanding of the concepts- full stops, capital letters, apostrophes for contracted forms Learn how to use- command and exclamation. expanded noun phrases to describe and specify [for example, the blue butterfly] the present tenses correctly and consistently the past tenses correctly and consistently. subordination (using when, if, that, because) some features of written Standard English	Develop their understanding of the concepts- full stops, capital letters, question marks, exclamation marks & commas for lists, the possessive (singular) Learn how to use- expanded noun phrases to describe and specify [for example, the blue butterfly] the present tenses correctly and consistently the past tenses correctly and consistently. subordination (using when, if, that, because)	Develop their understanding of the concepts- full stops, capital letters, question marks, exclamation marks & commas for lists, apostrophes for contracted forms. Learn how to use- Statement and questions expanded noun phrases to describe and specify [for example, the blue butterfly] the present tenses correctly and consistently the past tenses correctly and consistently. subordination (using	Develop their understanding of the concepts- full stops, capital letters, question marks, exclamation marks & commas for lists, apostrophes for contracted forms. Learn how to use- Statement and questions expanded noun phrases to describe and specify [for example, the blue butterfly] the present tenses correctly and consistently the past tenses correctly and consistently. subordination (using

		Present tense Past tense	Adverb Verb Present tense Past tense	Vocabulary Noun Noun phrase Statement Question Exclamation Command Adjective Adverb Verb Present tense Past tense Apostrophe Comma	Vocabulary Noun Noun phrase Question Exclamation Suffix Adjective Adverb Verb Present tense Past tense Apostrophe Comma	when, if, that, because) Vocabulary Noun Noun phrase Statement Question Exclamation Command Adjective Adverb Verb Present tense Past tense Apostrophe Comma	when, if, that, because) Vocabulary Noun Noun phrase Statement Question Exclamation Command Adjective Adverb Verb Present tense Past tense Apostrophe Comma
4	Handwriting	Re-teach the: curly caterpillar, long ladder and robot families, focusing on shape, size, ascenders and descenders.	Re-teach the zig-zag family and capital letters, focusing on shape and size. Ensure there are appropriate gaps between words in sentences.	Re-teach diagonal join between different families. Re-teach the difference between diagonal and horizontal joins. Focusing on joining: o, r	Recap all rules and patterns taught so far, according to assessment. Teach joining descenders with a loop : g, y, f, j. Teach exception of q and z	Apply joins taught so far to their independent writing. Encourage stamina for writing, e.g. copying a paragraph of their writing or copying out a poem.	Habitually write in a style that is fluent, legible and well presented.