**Curriculum Overview - Writing**

**Year 2**

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| **Narrative**Poetry, short/extended story; Traditional tales, familiar settings, fable, setting description, character description, diary in role |
| **Grammatical Features (not exhaustive)**• past tense • time connectives to sequence events • range of verb types:  ‾ doing or action verbs predominate in complication and resolution as action unfolds  ‾ verbs to describe  ‾ saying verbs used in dialogue or reported speech  ‾ thinking and feeling verbs to reflect characters’ internal world • noun groups to build description of characters, places, things • attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters’ actions or behaviours, appreciation of appearances or object  figurative language, e.g. simile, metaphor • some subordination |
| **Composition**• Writing narratives about personal experiences and those of others (real and fictional • Writing about real events. • Writing poetry. • Writing for different purposes. • 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.• Evaluating their writing with the teacher and other pupils. • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.Proof-reading 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. | **Grammar/ Vocabulary / Punctuation** • Grammar Punctuation Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. • Learning how to use commas for lists. • Learning how to use apostrophes for contracted forms and the possessive (singular). • Sentences with different forms: statement, question, exclamation, command. • Expanded noun phrases to describe and specify [for example, the blue butterfly]. • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, because) and co-ordination (using or, and, but • Understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]Understanding the formation of adjectives using suffixes such as - ful, -less. • Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. • Use and understand the year 2 grammatical terminology as laid out in English Appendix 2. | **Transcription**• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learning to spell common exception words. • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular) [for example, the girl's book]. • Distinguishing between homophones and nearhomophones. • Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. Y2 Transcription Apply year 2 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far |
| **Recount** Diary, personal recount, historical recount, recount, educational visit recount. |
| **Grammatical Features**• mostly action verbs to relate activities • specific (personal recount) and generalised participants • past tense • adverbs or prepositional phrases provide details of where, when, with whom, how • time connectives to sequence events • attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events |
| **Composition**• Writing narratives about personal experiences and those of others (real and fictional ) • Writing about real events. • Writing for different purposes. • 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. • Evaluating their writing with the teacher and other pupils. • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proof-reading 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. | **Grammar/ Vocabulary / Punctuation**• Grammar Punctuation Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. • Learning how to use commas for lists. • Learning how to use apostrophes for contracted forms and the possessive (singular). • Sentences with different forms: statement, question, exclamation, command. • Expanded noun phrases to describe and specify [for example, the blue butterfly]. • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, because) and coordination (using or, and, but • Understanding the formation of nouns using suffixes such as - ness, -er and compounding [e.g. whiteboard, superman] • Understanding the formation of adjectives using suffixes such as -ful, -less.• Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. • Use and understand the year 2 grammatical terminology as laid out in English Appendix 2.  | **Transcription**• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learning to spell common exception words. • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular) [for example, the girl's book]. • Distinguishing between homophones and nearhomophones. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Y2 Transcription Apply year 2 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation • taught so far  |
| **Information Report** **Descriptive, classifying, scientific, historical, geographical etc** |
| **Grammatical Features**• action verbs to relate activities or behaviours • simple present tense (timeless present) • general and technical nouns • noun groups include factual, classifying adjectives • adjectival phrases and clauses to add details to noun groups |
| **Composition**• Writing narratives about personal experiences and those of others (real and fictional ) • Writing about real events. • Writing for different purposes. • 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. • Evaluating their writing with the teacher and other pupils. • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proof-reading 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. | **Grammar/ Vocabulary / Punctuation**• Grammar Punctuation Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. • Learning how to use commas for lists. • Learning how to use apostrophes for contracted forms and the possessive (singular). • Sentences with different forms: statement, question, exclamation, command. • Expanded noun phrases to describe and specify [for example, the blue butterfly]. • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, because) and coordination (using or, and, but • Understanding the formation of nouns using suffixes such as - ness, -er and compounding [e.g. whiteboard, superman] • Understanding the formation of adjectives using suffixes such as -ful, -less. • Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives nto adverbs. • Use and understand the year 2 grammatical terminology as laid out in English Appendix 2. | **Transcription**• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learning to spell common exception words. • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular) [for example, the girl's book]. • Distinguishing between homophones and nearhomophones. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Y2 Transcription Apply year 2 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation • taught so far |
| **Explanation** **Scientific writing, explanation text, spoken presentation** |
| **Grammatical Features**• verbs to define, describe the phenomenon • action verbs in explanation of what occurs and in sequence of events • extended noun groups to include factual adjectives • simple present tense • general, non-human, technical, abstract nouns • causal conjunctions or connectives such as because, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence • dependent clauses which relate cause and effect, time sequences • some subordination |
| **Composition**• Writing about real events. • Writing for different purposes. • 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. • Evaluating their writing with the teacher and other pupils. • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proof-reading 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. | **Grammar/ Vocabulary / Punctuation**• Grammar Punctuation Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. • Learning how to use commas for lists. • Learning how to use apostrophes for contracted forms and the possessive (singular). • Sentences with different forms: statement, question, exclamation, command. • Expanded noun phrases to describe and specify [for example, the blue butterfly]. • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, because) and coordination (using or, and, but • Understanding the formation of nouns using suffixes such as - ness, -er and compounding [e.g. whiteboard, superman] • Understanding the formation of adjectives using suffixes such as -ful, -less.• Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. • Use and understand the year 2 grammatical terminology as laid out in English Appendix 2. | **Transcription**• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learning to spell common exception words. • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular) [for example, the girl's book]. • Distinguishing between homophones and nearhomophones. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Y2 Transcription Apply year 2 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far |