**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 |