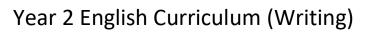
Year 2 English Curriculum (Writing)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Great Fire of London		Dinosaurs		Pirates	
Text Types	Poems using the senses Stories with recurring language Newspaper report (Great Fire of London)	Classic poems Introduction to plays Recounts	Structure of Poetry - Calligrams Stories with familiar settings Instructions	Performance poetry Non-chronological report	Poems on a theme Different stories by the same author	Poetry appreciation Persuasive Letters
Suggested texts to support writing	The Papaya That Spoke	Christmas Nativity Samuel Pepys diary	Dinosaurs in my school		The Pirates Next Door - Jonny Duddle The Pirates of Scurvy Sands – Jonny Duddle	
Progression of skills – Writing	 Planning, Composing and Evaluating Plan a narrative and non-narrative text types Write a poem based on a given structure Write about personal experiences and real events Develop an idea over several sentences Use some adventurous vocabulary Re-read writing for sense Use expression when reading aloud their writing Evaluate their writing with others and by themselves 		 Planning, Composing and Evaluating Plan a narrative and non-narrative text types Write a poem based on a given structure Include new vocabulary in planning Write about personal experiences and real events Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Re-read writing for sense Check writing for consistent use of tense Use expression when reading aloud their writing 		 Planning, Composing and Evaluating Plan narrative and non-narrative text types Write a poem based on a given structure Include new vocabulary in planning Write about personal experiences and real events Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Ensure that there is a clear beginning, middle and end in their writing Build writing stamina through writing longer pieces Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing Re-read writing for sense Check writing for consistent use of tense (including the progressive form of verbs) 	





			Evaluate their writhemselves	iting with others and by	errors • Use expression wh	lling, grammar and punctuation en reading aloud their writing ng with others and by
Progression of skills In addition to previously taught grammar objectives pupils should learn how to	 Recognise and write statements Recognise and write questions Recognise and write exclamations Recognise and write commands Join sentences with 'or' and 'but' Explain what an apostrophe is and use apostrophes for simple contracted forms 		Use correct grammatical terminology when discussing their writing Write expanded noun phrases Use 'when', 'if', 'that' and 'because' to extend sentences Use apostrophes for singular possession Form adjectives using —ful, -er, -est and —less		Use correct grammatical terminology when discussing their writing Use commas for lists Write consistently in 'past' or 'present' tense Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing Form nouns by using suffixes such as –ness and – er. Identify and form adverbs by adding –ly to adjectives.	
Progression of skills	 Form lower case letters of the correct size relative to one another Write capital letters and digits of the correct size 		 Know which letters not to join Use diagonal and horizontal strokes to join letters together 		 Use diagonal and horizontal strokes to join letters together Ensure spacing between words is appropriately sized 	
Progression of skills	The sound /n/ spelt 'kn' and 'gn' at the beginning of words The sound /r/ spelt 'wr' at	The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words	Adding -ed, -er and -est to a word ending in -y with a consonant before it Adding -ing to a word ending in - y with a	• The sound /u/ spelt with 'o' • The sound /ee/ spelt with '-ey' • The /o/ sound spelt with 'a'	 Spelling The suffixes -ment, -ness and ful The suffixes -less and -ly Words ending in - tion 	 Spelling Homophones and near homophones Conjunctions Months of the year/time Questions words

Year 2 English Curriculum (Writing)



the hearinning		consonant before	after wand	- Contractions	1
the beginning	The account (1)		after w and	 Contractions 	
of words	• The sound /l/	it	qu	The constitution	
The second /s/	spelt with '-il' and '-al' at the	a Addina in a ad	. The studened	The possessive	Common Exception Words:
The sound /s/ spelt 'c' before	end of words	Adding –ing, -ed, -	The stressed /or/ spot	apostrophe	recap previously taught words
e, i and y	ena or words	er, -est and –y to words ending in –	/er/ spelt with 'or' after		
e, i and y	The sound	e with a	with of after w and the		
The sound /i/	/igh/ spelt with	consonant before	sound /or/	Common Exception Words:	
spelt '-dge'	'-v' at the end	it	spelt 'ar' after	any, many, clothes, water,	
and '-ge' at	of words		W	pretty, Christmas, beautiful,	
the end of	S. WS. GS	 Adding –ing, -ed, - 		busy, poor, kind	
words	 Adding –ies to 	er, -est and -y to	 The sound 		
	nouns and	words of one	/zh/ spelt 's'		
The sound /i/	verbs ending in	syllable ending in	, , ,		
often spelt	- у	a single			
with g before	-	consonant after a			
e,i and y.		singe vowel			
			Common Exception		
The sound /j/		The sound /or/	Words: even, break,		
always spelt		spelt 'a' before I	steak, great, move,		
with 'j' before		or II	prove, improve, sure,		
a, o and u.	Common Exception		sugar, eye		
	Words: find, mind,	Common Exception Words:			
Common Exception	behind, old, cold, gold,	fast, last, father, class,			
Words: door, floor,	hold, told, every,	grass, pass, plant, path,			
again, wild, children,	everybody	bath, people			
climb, parents, most,					
only, both					