

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)	

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			Evaluate their writing with others and by themselves	- Proof-read for spelling, grammar and punctuation errors - Use expression when reading aloud their writing - Evaluate their writing with others and by themselves		
Progression of skills <i>In addition to previously taught grammar objectives pupils should learn how to..</i>	Grammar - 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		Grammar - 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		Grammar - 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	Handwriting and presentation - Form lower case letters of the correct size relative to one another - Write capital letters and digits of the correct size		Handwriting and presentation - Know which letters not to join - Use diagonal and horizontal strokes to join letters together		Handwriting and presentation - Use diagonal and horizontal strokes to join letters together - Ensure spacing between words is appropriately sized	
Progression of skills	Spelling - The sound /n/ spelt ‘kn’ and ‘gn’ at the beginning of words - The sound /r/ spelt ‘wr’ at	Spelling - The sound /l/ spelt with ‘-le’ at the end of words - The sound /l/ spelt with ‘-el’ at the end of words	Spelling - 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	Spelling - 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

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