

Writing Overview Year 2 (Cycle A Curriculum)

Non-Fiction

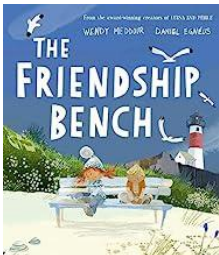


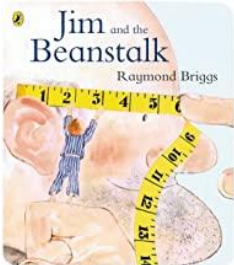

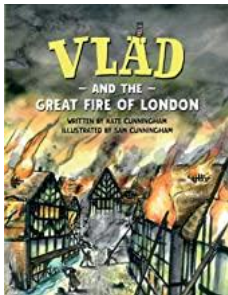

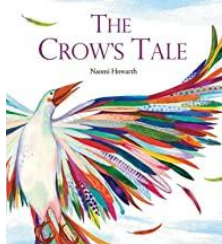
Fiction

Poetry

Significant Author

Curriculum Link

Writing for Pleasure


















Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
<p>Fiction</p> <p>PSHE</p>  <p>Writing for Pleasure Unit</p> 	<p>Poetry</p> <p>Firework Night by Andrew Collett</p> <p>Seasonal</p> <p>Presentational Outcome / Oracy focus</p> <p>Non-Fiction Postcard</p> <p>PSHE / Seasonal</p> 	<p>Fiction</p> <p>Traditional Tale</p> <p>Jim and the Beanstalk – traditional tale with a twist.</p>  <p>Writing for Pleasure Unit</p> 	<p>Fiction</p> <p>History – Great Fire of London</p>  <p>Non-Fiction</p> <p>Persuasive Letter</p>  <p>Presentational outcome / Oracy focus</p>	<p>Non-Fiction</p> <p>Instructions – How to make a bird feeder (alternative versions available)</p> <p>Writing for Pleasure Unit</p>  <p>(Recount of real-life events)</p>	<p>Fiction</p> <p>Fable</p> <p>Science - Animals</p>  <p>Poetry</p> <p>Strange by Valerie Bloom</p> <p>DT</p>





















<p>Linked Texts:</p> <p>Together We Can</p>	<p>Linked Texts:</p> <p>Remember, Remember the 5th November Meerkat Mail</p>	<p>Linked Texts:</p> <p>Traditional Jack and the Beanstalk Jack and the Baked Beanstalk Jack and the Jelly Bean Stalk Cinderella in New York / Little Red Reading Hood plus other alternative fairy tales</p>	<p>Linked Texts:</p> <p>The Great Fire of London Non-fiction texts The Day the Crayons Came Home The Crayons Go Back to School</p>	<p>Linked Texts:</p> <p>This Is How We Do It</p>	<p>Linked Texts:</p> <p>Tinga Tinga Tales (books and animations) Just So Stories Rudyard Kipling</p>
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Cross-Curricular Writing Opportunities



<p>Descriptive writing – UK Landmarks</p>	<p>Instructions – How to make Santa’s chair</p>	<p>The Great Fire of London – Diary Entry</p>	<p>Brochure – world knowledge. Persuasive Writing</p>	<p>Explorers – short story based on Cook and Scott</p>	<p>Comparison – Cook Town and Cannock</p>
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Grammar Overview Years 1-6

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils / Flipcharts
<p>Regular plural noun suffixes -s or -es</p> 	<p>How words can combine to make sentences</p> 	<p>Sequencing sentences to form short narratives</p> 	<p>Separation of words with spaces</p> 	<p>Sentence, word, capital letter, full stop, singular, plural, question mark, exclamation mark</p>
<p>Suffixes added to verbs (helping, helped)</p> 	<p>How 'and' can join sentences and words</p> 	<p>The consistent use of present tense and past tense</p> 	<p>Introduction to the use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences</p> 	<p>Verb. Tense, adjective, noun, suffix, apostrophe, comma</p>
<p>How the prefix -un changes the meaning of verbs and adjectives (unkind, undoing)</p> 	<p>Subordination (when, if, that, because) and Coordination (and, or, but)</p>  	<p>Use of continuous form of verbs in present and past tense to mark actions (she is drumming, he was shouting)</p> 	<p>Capital letters for names and the personal pronoun I</p> 	<p>Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, determiner</p>
<p>Formation of nouns using suffixes (-ness or -er)</p> 	<p>Expanded noun phrases for description and specification (the blue butterfly, plain flour)</p> 	<p>Introduction to paragraphs as a way of grouping related material</p> 	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> 	<p>Pronoun, possessive pronoun, adverbial</p>
<p>Formation of adjectives using suffixes such as -less or -ful</p> 	<p>Sentences with different forms (commands, questions, exclamation, statement)</p>	<p>Headings and sub-headings to aid presentation</p> 	<p>Commas to separate items in a list</p>  	<p>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>

				
Use of suffixes -er and -est for comparison 	Expressing time and cause with conjunctions (when, before after) adverbs (then, next, soon) or prepositions (in, during, because of)  	Use of the perfect form of verbs to mark relationship of time and cause (I have written it down so I can check what he said) 	Apostrophes to mark contracted forms 	Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes such as super-, anti-, auto- 	Appropriate choice of pronoun or noun within a sentence to avoid repetition and ambiguity 	Use of paragraphs to organise ideas around a theme 	Introduction to inverted commas for direct speech 	Key Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Use of the determiners a or an (a rock, an elephant) 	Fronted adverbials 	Appropriate choice of pronoun or noun across sentences 	Use of inverted commas to punctuate direct speech 	
Word families based on common words 	Relative clauses beginning with who, which, where, why, whose 	Devices to build cohesion within a paragraph (then, after, that, this, finally)  	Apostrophes to mark singular and plural possession (the girl's name, the boys' boots) 	
The grammatical difference between plural and possessive -s 	Modal verbs indicating degrees of possibility (might, should, could, will) or adverbs (perhaps, surely)	Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly)	Use of commas after a fronted adverbial 	

				
<p>Standard English forms for verb inflections rather than local spoken forms (we were instead of we was)</p> 	<p>Use of passive voice (The window was broken by...)</p> 	<p>Linking ideas across paragraphs using a wider range of cohesive devices using adverbials (on the other hand, in contrast) repetition or elision</p> 	<p>Brackets, dashes or commas to indicate parenthesis</p>  	
<p>Converting nouns or adjectives to verbs using suffixes (-ate, -ise, -ify)</p> 	<p>Expanded noun phrases to convey complicated information (<i>the fact that it was raining meant that sports day was cancelled</i>)</p> 	<p>Layout devices such as headings, columns, bullets or tables to structure texts</p> 	<p>Use of commas to clarify meaning or avoid ambiguity (lets eat, Grandma / Let's eat Grandma)</p>  	
<p>Verb prefixes (dis-, de-, mis-, over-, re-)</p> 	<p>The difference between structures of typical informal speech and formal speech appropriate for writing. Using subjunctive form in very formal speech and writing.</p> 		<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p>  	
<p>Vocabulary typical of informal speech and formal speech</p> 			<p>Punctuation of bullet points to list information</p>  	
			<p>How hyphens can be used to avoid ambiguity (man-eating shark / man eating shark)</p>	

			 	
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