



Curriculum Overview - Writing

Year 2

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.

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.

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.

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| <ul style="list-style-type: none"> • 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. <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear. | <ul style="list-style-type: none"> • 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] <p>Understanding the formation of adjectives using suffixes such as -ful, -less.</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 |
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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

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| Composition <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events. • Writing for different purposes. | Grammar/ Vocabulary / Punctuation <ul style="list-style-type: none"> • Grammar Punctuation Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. | Transcription <ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. |
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| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 |
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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

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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

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