

CURRICULUM FOR WRITING– YEAR 2

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Year 1 Key Indicator Skills

Write a sentence starting with a time word and ending with a full stop.

Write a sentence starting with an opener and ending with a full stop.

Use a capital letter for names of people, places and days of the week.

Use the personal pronoun 'I' (when writing a personal recount).

To write in the first person, I, My, We).

Use 'and' to join words and to join clauses in sentences.

Check use of punctuation at the end of a sentence.

Use a wider range of time words (time adverbial / time adverb) at the start of my sentences.

Use a wider range of openers at the start of my sentences.

Use a wider range of question openers and end with a question mark.

Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.

Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop.

Use commas in a list (to list nouns in a sentence).

Use an expanded noun phrase (noun phrase) using one or more adjectives.

Use the conjunctions 'because', 'that' and 'and' in fiction writing.

Use the present and past tense correctly.

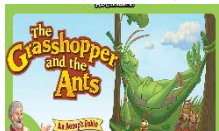
Science – Living things and their habitats

History- Food our grandparents ate

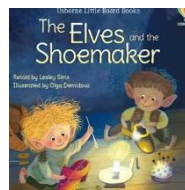
Geography –

Text and Genre

Previous week = handwriting focus
Retell – The Ant and the Grasshopper (use animation) (WAGOLL)



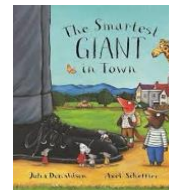
Retell – The Elves and the Shoemaker



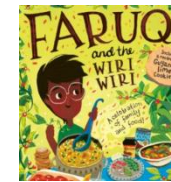
Retell – The Squirrels who Squabbled



Retell - Smartest Giant in Town



Retell - Faruq and the wri wri



Martin Mere Trip – Recount



Year 2 Genre Progression

Use picture as prompts
Description of the character and setting
No comma would be used after the fronted adverbial opener until Year 3.

May create a story map or use pictures as prompts
Description of the character and setting
No comma would be used after the fronted adverbial opener until Year 3.

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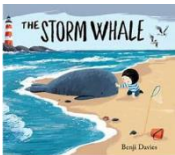
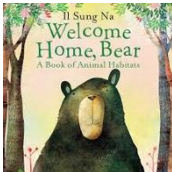
May create a story map or use pictures as prompts
Description of the character and setting
No comma would be used after the fronted adverbial opener until Year 3.

May create a story map or use pictures as prompts
Description of the character and setting
No comma would be used after the fronted adverbial opener until Year 3.

Chronological events
5w's to introduce
Use proper nouns
Emotions to describe feelings (I was excited when....)
Final statement (My favourite part was...)
Details to interest the reader
Exclamative sentence to close

Handwriting –Lower case letters are the same height.

CURRICULUM FOR WRITING– YEAR 2

Year 2 Grammar and Punctuation	<i>Write a sentence starting with a time word and ending with a full stop.</i> <i>Write a sentence starting with an opener and ending with a full stop.</i>	<i>Use ‘and’ to join words and to join clauses in sentences.</i> <i>Check use of punctuation at the end of a sentence.</i>	Use a wider range of time words (time adverbial / time adverb) at the start of my sentences. Use the present and past tense correctly. (ongoing)	Use the conjunctions ‘because’, ‘that’ and ‘and’ in fiction writing.	Use an expanded noun phrase (noun phrase) using one or more adjectives. Use a comma to separate adjectives when describing a noun.	Consolidate skills – Use AfL to inform
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Autumn 2						
Science – habitats & wider world		History –			Geography: Continents and oceans	
Text and Genre	Retell - Storm Whale 	Retell - Somebody Swallowed Stanley 	Retell - Welcome Home Bear 	Retell - The Journey Home 	Non-Chron – Animal from science learning(WAGOLL) 	Instructions – How to Build a Snowman (WAGOLL) – Use book or/and animation as a stimulus 
	Year 2 Genre Progression	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language
Handwriting - Leave equal spaces between words.						
Year 2 Grammar and Punctuation	Use a wider range of question openers and end with a question mark.	Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.	Use a wider range of openers at the start of my sentences.	Use commas in a list (to list nouns in a sentence).	Non-fiction openers – interestingly, surprisnly, Did you know... ?	Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

CURRICULUM FOR WRITING– YEAR 2

Spring 1

Ongoing skills:

Write in the progressive present tense.

Write in the progressive past tense.

I can use an apostrophe to show contraction in my written work.

Use the conjunction 'but'.

Recognise and write an exclamative sentence using What or How.

Use commas in a list (to list adjectives in a sentence).

Use a question in non-fiction writing.

Use when and if as openers/at the start of a sentence.

Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.

Use the conjunction 'or'.

History-

Science-animals including humans – health and living

Geography – Who was Leary Constantine? Cricketer Tindad & Tobago –

Racial discrimination

Text and Genre

Winter - List Poem



The Pirates Next Door– Character Description of Jim Lad Or retell



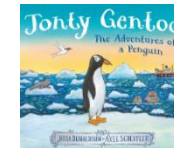
Retell - a section of the Magic Finger



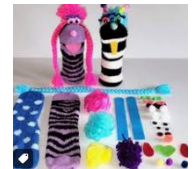
Diary – Another section of magic finger OR Coming to England (link to a comparison with how Leary felt when he first arrive).



Retell – Jonty Gentoo (WAGOLL)



Instructions – Sock puppets



Year 2
Genre Progression

A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.

May create a story map or use pictures as prompts
Description of the character and setting
No comma would be used after the fronted adverbial opener until Year 3.

May create a story map or use pictures as prompts
Description of the character and setting
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Dear Diary and date
Add in private / secret thoughts and feelings
First person (I, We, My)
Openers –
Past tense
Use time adverbials to show when things happened
Chronological order
Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question
Informal language (contractions)

May create a story map or use pictures as prompts
Description of the character and setting
No comma would be used after the fronted adverbial opener until Year 3.

Title with question
What you need
Introduction with a question
Command sentence / Imperative verbs as openers
-ly adverb at the start of the sentence
Top tip / warning
Link to fictional writing

Handwriting- Start using some of the horizontal strokes to join letters.

Year 2
Grammar and

Consolidation week – Use AfL to inform.
Vocab development

Use commas in a list (to list adjectives in a sentence).

I can use an apostrophe to show contraction in my written work.

Consolidation week – AfL to inform

Use the conjunction 'but'.

Use a question in non-fiction writing.

Year 2
Spelling

**"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023*

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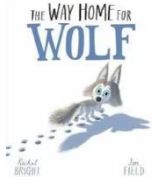
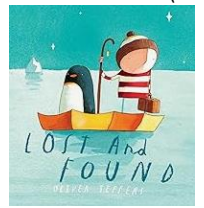
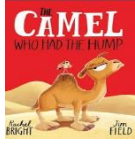
Spring 2

Geography: Hot and cold places – Poles, equator, desert

Science – animals including humans – life cycles

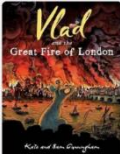
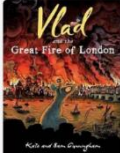
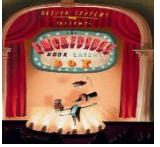
History-

Handwriting- Start using some of the horizontal strokes to join letters.

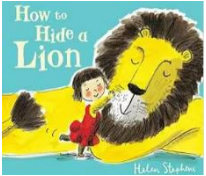
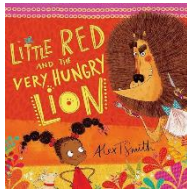
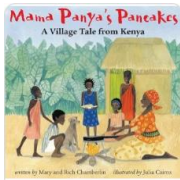
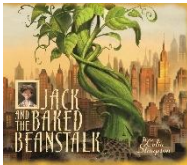
Text and Genre	Retell – Way home for Wolf 	Retell – Lost and Found (WAGOLL) 	Retell - The Camel who got the Hump 	Meerkat Mail – letter 	Riddles – Pets 	Explanantion- Life Cycle of a Frog #9or whatever fits with your science learning. 
Year 2 Genre Progression	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) More details Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off (given) Personal thoughts and feelings Informal (use contractions)	Riddle What am I? Openers New clue, new line. Present tense. , but Conjunctions – and, that, When, If, or, because. Tease the reader. Commas in a list. Adjectives	Title Brief introduction Scientific language Subheadings provided by the teacher Paragraphs Facts and appropriate order
Year 2 Grammar and Punctuation	Use the conjunctions 'because', 'that' and 'and' in fiction writing.	Use when and if as openers/at the start of a sentence.	Use when and if as openers/at the start of a sentence.	Recognise and write an exclamative sentence using What or How.	New openers – Sometimes, Often, Usually, When, If, You, I've, I'm... Use the conjunction 'or'.	Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Summer 1

CURRICULUM FOR WRITING– YEAR 2

Use an apostrophe to show singular possession. Use a comma to separate adjectives when describing a noun. To use effective word choices and create a list of adjectives to describe a noun. Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers. Write in the progressive present tense. Write in the progressive past tense.						
History- The Great Firse of London		Science- Materials			Geography:	
Text and Genre	Retell- The Three Little Wolves and the Big Bad Pig 	Retell- Vlad and the Great Fire of London 	Diary - Vlad and the Great Fire of London 	Recount – Great fire/science experiment – how things burn 	Fire Fighter Visit – write a formal letter of thanks 	Retell – The Incredible Book Eating Boy 
Year 2 Genre Progression	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'if') and includes a rhetorical question Informal language (contractions)	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I was excited when....) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to close	Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) Final sentence Signing off (given) Thank you, letter, following a school trip / visitor	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.
Handwriting- Start to join handwriting.						
Year 2 Grammar and Punctuation	Use an apostrophe to show singular possession.	To use effective word choices and create a list of adjectives to describe a noun.	Consolidation week – Use AfL to inform	Consolidation week – Use AfL to inform	Consolidation week – Use AfL to inform	Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers.
Year 2 Spelling	*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					
Summer 2						
Science - Plants			Geography – How is it similar living in Ormskirk to La Mu Town Kenya?		History	

CURRICULUM FOR WRITING– YEAR 2

Text and Genre	Retell - How to Hide a Lion 	Little Red and the Very Hungry Lion 	Retell- Mama Panya's Pancakes 	Jack and Baked Beanstalk – Retell 	Luna loves gardening - Diary about her summer day planting or informal letter to a friend about the day at the community garden and how the all plants came to be there. 	non-chron parts of a plant (or about lions) 
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Handwriting- Start to join handwriting.						
Year 2 Grammar and	Consolidation week – Use AFL to inform	Consolidation week – Use AFL to inform	Consolidation week – Use AFL to inform	Consolidation week – Use AFL to inform	Consolidation week – Use AFL to inform	Consolidation week – Use AFL to inform
Year 2 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					

Informal Letter	Retell	Diary	Setting	Persuasive Letter	Character description
Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) More details	May create a story map or use pictures as prompts Description of the character and setting	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers –	Describe using the senses – what the character can see, hear, smell, touch and how they feel Identify where – using prepositions Similes		Present tense Separate character description Describe how the character looks using adjectives and simple similes

CURRICULUM FOR WRITING– YEAR 2

Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off (given) Personal thoughts and feelings Informal (use contractions)	No comma would be used after the fronted adverbial opener until Year 3.	Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'if') and includes a rhetorical question Informal language (contractions)	Expanded Noun Phrase Range of openers (Far away, In the distance) Past tense If the setting writing is part of a story, rhetorical questions relating to the characters may be asked.		Use because / when to describe their personality and actions Use an ! in an exciting sentence Include how other characters feel about the character I am describing Say what I like / dislike about the character. Identify where – using prepositions Select effective vocabulary and up level. Begin to experiment with word order in sentence structure, -ly adverbs to describe how an action was performed
Explanation	Biography	Non-chron.	Newspaper	Instructions	Recount
Title Brief introduction Scientific language Subheadings provided by the teacher Paragraphs Facts and appropriate order	N/A	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language	N/A	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I was excited when....) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to close
Formal Letter	Riddle	List Poem			
Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) Final sentence Signing off (given) Thank you, letter, following a school trip / visitor	Riddle What am I? Openers New clue, new line. Present tense. , but Conjunctions – and, that, When, If, or, because. Tease the reader. Commas in a list. Adjectives	A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.			