

Year Two Writing Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Composition - NC	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or keywords, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading 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 					
Writing Vocabulary, grammar and punctuation - NC	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> 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, or because) and coordination (using or, and, or but) the grammar for year 2 in English appendix 2 some features of written Standard English use and understand the grammatical terminology in English appendix 2 in discussing their writing 					
Grammar appendix 2	<p>Word: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Sentence: Subordination (using when, if, that, because) and coordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text: Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>					

Curriculum Theme	The World Around Us		Explore	Fire Fire!	All at Sea	
No of weeks						
Genres Please see Teacher Packs for features of genres to be taught	<p>Simple sentences to retell.</p> <p><u>Narrative</u> – sequence the events Little Red</p> <p><u>Non-fiction</u> - wolves fact-file</p> <p><u>Recount</u> of nature walk observing seasonal changes</p>	<p><u>Advert</u> - come and work at the toy factory</p> <p><u>Narrative</u> – use the pictures to retell the story.</p> <p><u>Narrative description</u> – describe toy factory in Greatest Gift advert</p> <p><u>Instructions</u> for planting bulbs</p>	<p><u>Invitation</u> – join Sacagewea’s adventures</p> <p><u>Narrative</u> – Mary Seacole’s diary. A series of diary entries showing events in her life.</p> <p>A <u>letter</u> to Mary Seacole from a patient thanking her.</p>	<p><u>Diary</u> - Toby in the Great Fire</p> <p><u>Letter</u> - Samuel Pepys</p> <p><u>Setting description</u> - Tudor London as Boxton the Rat</p>	<p><u>Recount</u> of trip</p> <p><u>Biography</u> – Who was Isambard Kingdom Brunel?</p> <p><u>Report</u> about SS Great Britain</p>	<p><u>Instructions</u> How to escape a pirate</p> <p><u>Narrative</u> – A story set in a forest - eg into the forest by Anthony Browne</p> <p><u>Poem</u> – All at Sea</p>
Handwriting	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters 					
Writing Milestones Appendix 2 Can appear in other units/ teacher packs but MUST be taught & assessed within this unit	<p>Plan by talking about ideas and vocabulary</p> <p>Record ideas e.g. story maps/flow charts</p> <p>Orally rehearse sentences before writing</p> <p>Read their own writing aloud clearly with appropriate intonation</p>	<p>Use simple <i>expanded</i> noun phrases to describe and specify e.g. <i>the blue butterfly</i></p> <p>Use commas to list e.g. <i>I was cold, wet and miserable</i></p> <p>Use coordination (but/and/or/so) e.g. <i>I was wet but we still had to go outside.</i></p> <p>Use the present and past tenses correctly and consistently e.g. <i>include edited writing</i></p>	<p>Use apostrophes for contractions e.g. <i>don’t can’t she’d</i> linked to common exception words and phonics programme</p> <p>Use subordination (when/if/that/ because) to add extra information e.g. <i>The children were cold because they had forgotten their coats</i></p> <p>Use sentences with all different forms: statement, question, exclamation, command e.g. <i>What</i></p>	<p>Use the progressive continuous verb form e.g. <i>I was running/ They were shouting</i></p> <p>Use apostrophes for singular possession e.g. <i>Tom’s coat</i></p> <p>Use some features of standard written English e.g. linked to text type such as commands in instructions and persuasive phrases <i>would you like to come/Have you ever wondered why.../story language - revisit sentence forms</i></p>	<p>Create simple plot in narrative e.g. <i>adjectives, noun phrases, expanded noun phrases, beginning/middle/end, appropriate word choices, use of more adventurous words, coordinating, subordinating conjunctions</i></p> <p>Use the main language features of narrative e.g. <i>noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs</i></p> <p>Use the main language features of non-fiction e.g. <i>precise noun, past and</i></p>	<p>Evaluate their writing through discussion and make improvements to clarify the meaning e.g. link to use of word banks and unit working walls</p> <p>Proof read and edit their writing e.g. use Y2 spelling rules, word banks, displays</p> <p>Write a range of fictional and real texts for different audiences and purposes e.g. linked to topic/quality text/wow days/opening experiences/talk for writing teaching sequences</p>

		Use full stops and capital letters consistently e.g. include edited writing	<p>big ears you have grandma!</p> <p>Use exclamation marks, question marks mostly accurately e.g. ! as a punctuation mark as well as to end an exclamatory phrases</p>	<p>Create simple character in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/coordinating, subordinating conjunctions</p> <p>Create simple setting in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/, coordinating, subordinating conjunctions</p> <p>Write about more than one idea and group related information e.g. begin to use paragraphs, use genre specific structures such as ingredients and steps when writing instructions, coordinating, subordinating conjunctions</p>	<p>present tense, first or third person, adjectives, similes, text type specific, adverbs for time</p> <p>Use the main organisation features of narrative and non-fiction e.g. beginning/middle/end, genre specific, headings and subheadings, labels, captions, noun and pronoun chains to link ideas, coordinating, subordinating conjunctions</p> <p>Spell Y2 common exception words and homophones e.g. include edited writing</p> <p>Spell longer words using suffixes including: -ment, -ness, -ful, -less, -ly. and rules for plurals e.g. include edited writing</p> <p>Spell words containing Year 2 phonemes e.g. include edited writing</p>	Write simple poetry e.g. taught in term 2/4/6
Spelling	<ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 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] 					

	<ul style="list-style-type: none"> distinguishing between homophones and near-homophones add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 					
Spelling appendix 1	<ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words 	<ul style="list-style-type: none"> The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words Words ending –il 	<ul style="list-style-type: none"> The /aɪ/ sound spelt –y at the end of words Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it 	<ul style="list-style-type: none"> Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w 	<ul style="list-style-type: none"> The /ʒ/ sound spelt s The suffixes –ment, –ness, –ful, –less and –ly Contractions The possessive apostrophe (singular nouns) 	<ul style="list-style-type: none"> The possessive apostrophe (singular nouns) Homophones and near-homophones Common exception words

Unit Feedback and Marking format Writing at Tyndale Primary

		Feedback Method Suggested							
	Focus within the writing process	Verbal feedback	Self-marking	Brief adult marking	Correction of spelling/ grammar	Highlighting of the writing checklist	In-depth marking <i>potentially pupil conferencing</i>	Short celebratory comment	Assessment Notes
1	Features of text, immersion in genre	✓	✓	✓	✓				There are 3 opportunities to check and correct pupils' understanding of the features of the text Day 1, 6 and 9
2	Comprehension of content	✓	✓	✓	✓				
3	Vocabulary – short burst	✓	✓	✓	✓				Can children use tier 2 vocabulary in context of the writing but also (verbally) in another context? Can they use tier 3 (if appropriate)?
4	Grammar focus	✓	✓	✓	✓				Are children using the correct grammatical term, can they identify an example of each?
5	Grammar focus - short burst	✓	✓	✓	✓				Can they show they can use the grammatical structure accurately discretely?
6	Plan - content and language features	✓		✓	✓				
7	First draft				✓	✓	✓		Live marking should be used for emerging writers
8	First draft				✓	✓	✓		
9	Edit and review	✓	✓	✓	✓				
10	Final write					✓	✓	✓	