Writing Curriculum



Year 2 Writing



New Learning | Prior Learning

Know It

Year 2

Spelling

contraction	Two words that are joined and made shorter by omitting a letter.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
consonant	A sound you pronounce by stopping the air flowing freely through your mouth, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants.
vowel	A sound you pronounce with your mouth open and air flows freely though it. In the English writing system, the letters a, e, i, o, u and y can represent vowels.
plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the **start** of words to create a new word with a different meaning.
suffix	A group of letters added to the **end** of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.

Punctuation

apostrophe for possession	A mark used to show that a noun 'belongs' to one person or object.
apostrophe for contraction	A mark used to show the place of missing (omitted) letters.
commas for lists	A mark used to separate each item in a list (apart from the final two items which are separated using the word 'and').
exclamation mark	A mark used to show surprise, urgency or emphasis.
question mark	A mark used to show a question.
finger space	A space left to separate words
full stop	A mark used to show the end of a sentence.
capital letter	An upper case letter used at the start of a sentence and for proper nouns.

Sentence Structure

statement sentence	A sentence that tells you a fact, opinion, idea or what is happening. It ends with a full stop.
command sentence	An order or instruction that tells someone what to do. It starts with an imperative verb and ends with a full stop or exclamation mark,,
question sentence	A question or request that asks something. It starts with a question word or a verb and ends with a question mark.
exclamation sentence	A sentence that shows surprise, excitement, shock or has a strong emotion. what or how + noun phrase/ adjective + pronoun/noun + verb + !
subject	Who or what is being or doing an action.
verb	A word that shows action or links to show being.
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.
sentence	A sentence can be made up of clauses and phrases and expresses a complete thought or idea.

Word Class

noun phrase	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
adverb	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
pronoun	A type of word which replaces a noun.
noun	The names of people, places and things/objects.
common noun	A common noun refers to a general person, place or thing. It is not the one and only.
proper noun	A proper noun refers to the name of a specific person, place or thing. They always have a capital letter.
adjective	A word to describe a noun.
verb	A word that shows action or links to show being or happening.
conjunction	A word that links words and clauses.

Tense

progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Little Wandle | Know It: Phonics | Year 2

GPCs – learn to read and write words containing:	
Review Phase 5 Au1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture /sh/ sh ti ch ssi ci si /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/

New Learning	Prior Learning

Tricky Words – learn to read and begin to write	
Review Phase 5 Au1	people, eye, whole, through, improve, move, prove, shoe, two, who, beautiful, their, parents, thought, sure, once, again, any, many, friend, busy, pretty, because, laugh, friend

Year 1/2 Statutory Words
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Teach It: Spelling

Spelling Shed

Year 2

Children are taught to spell following the Ed Shed Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling

Autumn 1

Step 1: Words where 'dge' makes a /j/ sound
badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge
Step 2: Words where 'ge' makes a /j/ sound
change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe
Step 3: Words where 'g' makes a /j/ sound
gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle
Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'
race, ice, cell, city, fancy, lace, space, circle, circus, rice
Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words
knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw
Step 6: Challenge Words
door, floor, poor, find, kind, mind, behind, child, children, because

Autumn 2

Step 7: Words where 'wr' makes a /r/ sound at the beginning of words
write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote
Step 8: Words ending in 'le'
table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle
Step 9: Words ending in 'el'
camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel
Step 10: Words ending in 'al'
metal, petal, capital, hospital, animal, equal, final, pedal, local, magical
Step 11: Words ending in 'il'
pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil
Step 12: Challenge Words
wild, climb, most, only, both, old, cold, hold, gold, told

Spring 1

Step 13: Words where 'y' makes an /igh/ sound
cry, fly, dry, try, reply, July, shy, spy, sky, why
Step 14: Words where '-es' is added to words ending in 'y
tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries
Step 15: Words where '-ed' is added to words ending in 'y'
copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied
Step 16: Words where '-er' and '-est' are added to words ending in 'y
happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest
Step 17: Words where '-ing' is added to words ending in 'e'
hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring
Step 18: Challenge Words
every, everybody, even, great, break, steak, pretty, beautiful, after, fast

Spring 2

Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'
nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest
Step 20: Words where '-ing' is added to single syllable words
patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping
Step 21: Words where '-ed' is added to single syllable words
patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged
Step 22: Words where 'a' makes an /or/ sound
all, ball, walk, call, talk, always, fall, small, also, bald
Step 23: Words where 'o' makes an /u/ sound
other, mother, brother, nothing, cover, money, some, dozen, wonder, done
Step 24: Challenge Words
last, past, father, class, grass, pass, plant, path, bath, rather

Summer 1

Step 25: Words where the digraph 'ey' makes an /ee/ sound
key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney
Step 26: Words where 'a' makes an /o/ sound
want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash
Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound
word, work, worm, world, worth, warm, war, towards, warn, warned
Step 28: Words where 'si' and 's' makes an /zh/ sound
television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual
Step 29: Words ending in '-ment' and '-ness'
payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness
Step 30: Words ending in '-ful', '-less' and '-ly'
careful, playful, thankful, helpful, boldly, gladly, happily, easily, hopeless, spotless

Summer 2

Step 31: Words that are homophones
there, their, here, hear, see, sea, too, two, blue, blew
Step 32: Words that are homophones or near homophones
quiet, quite, bare, bear, sun, son, be, bee, night, knight
Step 33: Words ending in '-tion'
fiction, action, question, fraction, option, election, mention, station, nation, motion
Step 34: Words with an apostrophe for contraction
can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Step 35: Words with an apostrophe for possession
Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Step 36: Challenge Words
whole, any, many, clothes, busy, people, water, again, half, hour

Teach it: Transcription and Sentence Structure

Year 2

Securing Transcription Skills and Sentence Structure

Children in Year 2 are given opportunities to develop fluency in transcription skills through:

- Daily handwriting instruction where the process is carefully monitored.
- Daily application of phonics code and spelling patterns within spelling sessions.
- Regular transcription and sentence writing practice through dictation.
- Regular scaffolded sentence writing practice: sentence completing, adapting, expanding and improving.
- Oral composition and rehearsal of sentences.
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Routinely editing sentences to correct spelling and punctuation, and to address any grammatical inaccuracies.

Handwriting

Children should use their handwriting skills to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- 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
- Understand which letters, when adjacent to one another are best left un-joined
- 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 true size of the letters.

Ensure that the needs of left-handed children are considered.

Our curriculum is supplemented through the use of Vocabulary Ninja SPAG starters. Through this scheme, Year 2 children are taught:

Week 1 Add capital letters and full stops	**Week 2** Identify whether each sentence is the is the past or present	**Week 3** Identify the nouns	**Week 4** Mixture of previous 3 weeks	**Week 5** Choose . ? ! to end sentences	**Week 6** Identify the adjectives
Week 7 Circle two words that need a capital letter	**Week 8** Mixture of previous 3 weeks	**Week 9** Identify Statement, question, exclamation, command	**Week 10** Change from simple present to simple past	**Week 11** Add the correct word in co-ordination (and, or, but)	**Week 12** Mixture of previous 3 weeks
Week 13 Change to past progressive	**Week 14** Add the correct word in (when, if, that, because)	**Week 15** Identify the verbs	**Week 16** Mixture of previous 3 weeks	**Week 17** Change to present progressive	**Week 18** Identify Statement, question, exclamation, command
Week 19 Identify the adverbs	**Week 20** Mixture of previous 3 weeks	**Week 21** What word class is the underlined word? (adjectives, nouns, verbs, adverb)	**Week 22** Add a suffix to the underlined word to change it to an adverb	**Week 23** Rearrange words to make a question	**Week 24** Mixture of previous 3 weeks
Week 25 Apostrophes for possession.	**Week 26** Commas in a list	**Week 27** Tick to show whether each noun is singular or plural	**Week 28** Mixture of previous 3 weeks	**Week 29** Apostrophes for contraction	**Week 30** Add ness or ment to form nouns (kind, enjoy, tired)
Week 31 Underline the expanded noun phrase	**Week 32** Mixture of previous 3 weeks	**Week 33** Add ful and less to form adjectives	**Week 34** Insert apostrophes (contraction and possession)	**Week 35** Circle one word to show that the sentence is in the past tense	**Week 36** Mixture of previous 3 weeks

New Learning | Prior Learning

Teach it: Composition

Year 2

Writing Skills

Grammar

- use of co-ordinating conjunction 'and'

Children should be taught to increase their range of sentence structures through:

- use of noun phrases to describe and specify
- use of sub-ordinating or co-ordinating conjunctions to add further detail or link ideas
- use of different sentence forms i.e. statement, command, question, exclamation
- use of present and past tense throughout writing
- use of progressive tense to mark actions in progress
- use of adverbs of manner

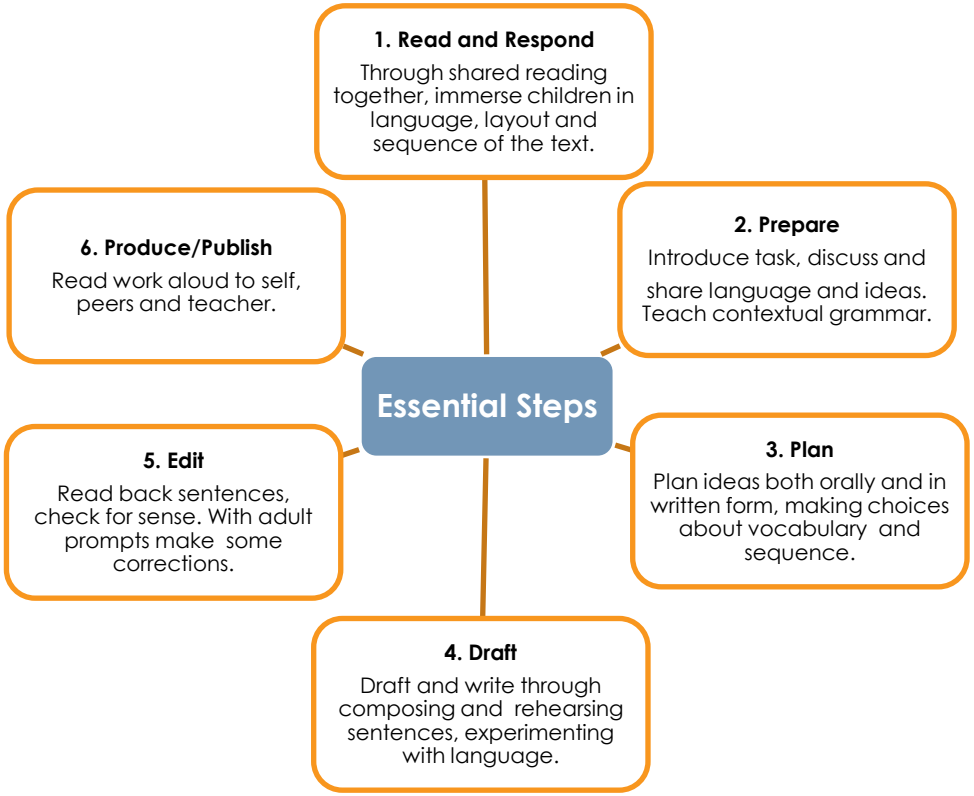
Punctuation

Children should be taught to use punctuation accurately across all writing including:

- use of capital letters and full stops to demarcate sentences
- use of exclamations marks and question marks to demarcate sentences

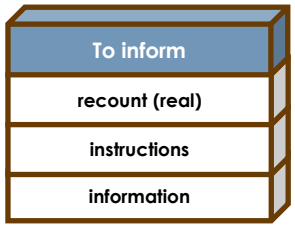
- use of commas to separate items in a list
- use of apostrophes for contraction words
- use of apostrophes for singular use possession in nouns

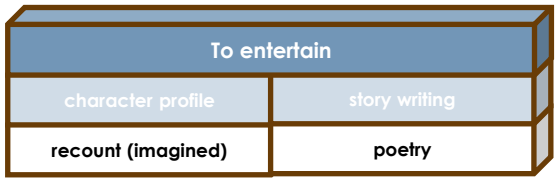
Writing Process



Writing Purpose

Children should know that there are different purposes for writing. In Year 2 children should focus on two of these. They should be given opportunity to read and write texts which inform and entertain.





Children should be taught to consider the importance of context, audience and purpose through:

- choosing different sentence forms appropriately according to purpose.
- thinking about the reader when choosing language to make writing clear and engaging.
- selecting the appropriate tense; using it correctly and consistently.



New Learning | Prior Learning

Apply It: To Entertain

Year 2

Short Story Writing	Poetry	Character Profiles	Recount
Children learn to write short narratives linked to either a text that has been explored or a cross-curricular topic.	Children should explore and experience a range of poetry, including sensory poems.	Children learn to write character profiles linked to a familiar text, class novel or historical figure.	Children learn to recount of an imagined or historical event written from a character's viewpoint.
Children should be taught to: Structure & Organisation • include a title for their story; • establish the setting; • introduce the character(s); • include a problem or special event; • sequence events clearly; Grammatical features • use mainly past tense; • use mainly third person ; • use co-ordinating conjunctions; • use subordinating conjunctions; Language features • use noun phrases to aid cohesion; • use adverbs and adjectives to give detailed descriptions; • use language drawn from knowledge of context.	**Children should be encouraged to compose sensory poems through:** · describing a stimulus; · using sensory descriptions ; · using simple similes to compare; · making adventurous vocabulary choices; · using subject-specific language; · using simple repetitive/patterned structures; · experimenting with alliteration, rhyme and sound effects; · performing with pace and intonation. **Pupils should also experience a range of poetry through the reading curriculum.**	**Children should be taught to:** Structure & Organisation • introduce the character to the reader; • describe the character's appearance and personality; • explain why their character is significant/important; Grammatical features • use third person; • use conjunctions to link ideas; Language features • use a range of adjectives to describe appearance and personality; • use simple similes to add detail and description; • use pronouns to avoid repetition; • use noun phrases to aid cohesion and add detail ; • use language drawn from knowledge of context.	**Children should be taught to:** Structure & Organisation • state what the imagined/historical event was; • express what type of day/ experience it has been; • sequence events in chronological order; • close by expressing final thoughts; Grammatical features • use the first person; • use the past tense; • include time and sequence conjunctions; Language features • include adjectives to build detailed descriptions; • use adjectives to describe and convey emotions; • use noun phrases to aid cohesion; • use pronouns to avoid the repetition of names; • use language drawn from knowledge of context.

New Learning | Prior Learning

Apply It: To Inform

Year 2

Information	Simple Instructions	Recount (Real Event)
Children learn to write factually, linking to familiar books, wider curriculum topics or imagined creations.	Children learn to inform through instructions linked to making or doing something. This could link to the wider curriculum.	Children learn to inform about real events, linked to a trip, school visitor or personal news.
Children should be taught to: Structure & Organisation • include a title which outlines what the information text is about; • introduce what the text is going to be about; • give information about the topic; • include labelled pictures; Grammatical features • use the third person; • use mainly present tense; Language features • use noun phrases to clarify; • use pronouns to avoid repetition; • use language drawn from knowledge of context.	**Children should be taught to:** Structure & Organisation • include a title which outlines what the instructions are for, "How to….'; • include a list of materials/ingredients; • sequence the instructions with numbered steps or sequencing words; • close with a final statement or warning i.e. 'now you will have…' ' be careful to'; Grammatical features • use conjunctions to aid the sequence (first, next, after that); • use mainly present tense; Language features • use imperative verbs to give clear directions; • use adjectives and adverbs only for essential information; • use subject-specific vocabulary.	**Children should be taught to:** Structure & Organisation • state what the event/experience was; • express what type of day/experience it has been; • sequence events in chronological order; • close by expressing final thoughts; Grammatical features • use the first person; • use the past tense; • include time and sequence conjunctions; Language features • include adjectives to build detailed descriptions; • use adjectives to describe and convey emotions; • use noun phrases to aid cohesion; • use pronouns to avoid the repetition of nouns.

Curriculum Endpoints — Year 2

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 2 should enable children to:

	Autumn	Spring	Summer
Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Spell many words correctly and make phonetically plausible attempts at others using the GPCs taught.	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1 and some Year 2 common exception words correctly.	Spell most Year 1 and many Year 2 common exception words correctly.	Spell most Year 1/2 common exception words correctly.
	Apply taught spelling patterns in order to add suffixes to words where the root word remains the same mostly correctly (-s, -es, -ed, -ing, -er, -est).	Begin to apply taught spelling patterns in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est).	Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).
	Form most lower case and capital letters with correct starting point, sequence of movement and orientation.	Often choose the correct spelling of taught homophones and near-homophones to match the context.	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Begin to show distinction between small and tall letters through appropriate sizing.	Form most lower case and capital letters with correct starting point, sequence of movement and orientation.	Spell some contraction words correctly.
	Begin to show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.	Show distinction between small and tall letters through appropriate sizing.	Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.
	Use appropriate spacing between words.	Show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.	Use appropriate spacing between words that reflects the size of the letters.
	Position most letters on the line correctly with descenders always going underneath.	Use appropriate spacing between words that is beginning to reflect the size of the letters.	Maintain consistency in positioning all letters on the line with descenders always going underneath.
	Re-read words to check that they contain all the sounds and begin to check that they have the correct representations.	Develop consistency in positioning all letters on the line with descenders always going underneath.	Re-read words to check that they contain all the sounds and the correct representations, making edits more independently.
		Re-read words to check that they contain all the sounds and the correct representations.	
Sentence Structure	Use a capital letter for many proper nouns and the pronoun 'I'.	Use a capital letter for most proper nouns and the pronoun 'I'.	Use a capital letter for proper nouns and the pronoun 'I'.
	Punctuate most sentences with a capital letter within a short series of sentences.	Punctuate most sentences with a capital letter within a series of sentences.	Punctuate most sentences with a capital letter within a longer series of sentences.
	Punctuate most sentences with a full stop within a short series of sentences.	Punctuate most sentences with a full stop within a series of sentences.	Punctuate most sentences with a full stop within a longer series of sentences.
	Use co-ordinating conjunctions ('and', 'but') to join some clauses.	Begin to use a question mark or exclamation mark when it is needed.	Use a question mark or exclamation mark when it is needed.
	Use the simple present tense mostly correctly within a short series of sentences.	Put the apostrophe in the correct place within some contractions.	Put the apostrophe in the correct place within many contractions.
	Use the simple past tense mostly correctly within a short series of sentences.	Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.	Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.
	Use adjectives after the noun.	Use subordinating conjunctions ('because') to extend some clauses.	Use subordinating conjunctions ('when', 'because', 'if', 'that') to extend some clauses.
	Re-read sentences to check that they include all the words and punctuation needed for them to make sense.	Use the simple present tense consistently and correctly within a series of sentences.	Use the simple present tense consistently and correctly within a longer series of sentences.
		Use the simple past tense consistently and correctly within a series of sentences.	Use the simple past tense consistently and correctly within a longer series of sentences.
		Use adjectives after the noun and begin to use them before the noun (noun phrase).	Use adjectives before and after the noun.
		Re-read sentences to check that they include all the words and punctuation needed for them to make sense.	Re-read sentences to check that they include all the words and punctuation needed for them to make sense.
Composition	Write simple pieces (narrative and non-narrative).	Write simple pieces (narrative and non-narrative), most of which are coherent.	Write simple, coherent pieces (narrative and non-narrative).
	Begin to choose adjectives and verbs for effect.	Choose adjectives and verbs for effect.	Choose adjectives and verbs for effect.
	Begin to open sentences in different ways through use of pronouns and synonyms.	Open sentences in different ways through use of pronouns and synonyms and begin to use time adverbs.	Begin to use adverbs to add detail.
		Begin to vary sentence structures through some use of both single and multi-clause sentences.	Open sentences in different ways through use of pronouns, synonyms and time adverbs.
			Vary sentence structures through some use of both single and multi-clause sentences.

Greater Depth Endpoints

Year 2

In the summer term, children can begin to be assessed as working at Greater Depth within the Year 2 standard. It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below:

Greater Depth	Write short narrative and non-narrative pieces that are interesting and maintain sense.
	Make own choices about: • the way that sentences are structured • the most appropriate and effective vocabulary • the punctuation used to show an individual writer's voice.
	Use language and techniques read or heard to enhance writing.

Support For Children Not Working At ARE

Year 2

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code

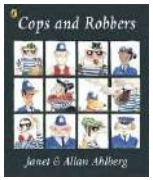
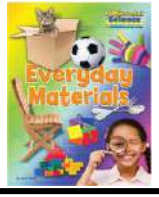
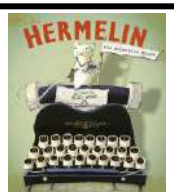
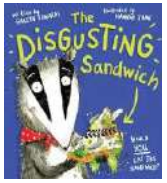
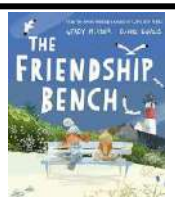
Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

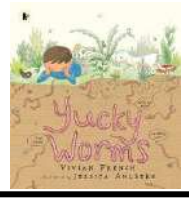
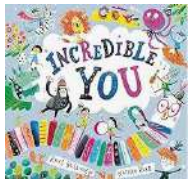
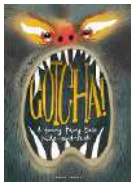
Long Term Plan

Year 2

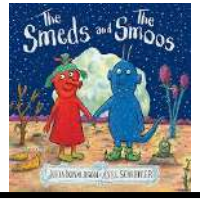
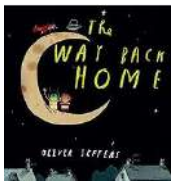
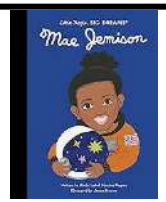
Autumn

							
Cops and Robbers Janet and Allan Allberg	Everyday Materials	Hermelin the Great Mouse Detective Mini Grey	The Disgusting Sandwich Gareth Edwards	How to be friends with a ghost Rebecca Green	The Friendship Bench Wendy Meddour	Great Fire of London BBC	The Detective Dog Julia Donaldson

Spring

			
Yucky Worms Vivian French	Incredible You Rhys Brisenden	Hansel and Gretel Bethan Woollvin	Gotcha! Clotilde Perrin

Summer

				
The Smeds and the Smoos Julia Donaldson	Great Explorer Chris Judge	The Way Back Home Oliver Jeffers	Space Tortoise Ross Montgomery	Little People, Big Dreams Mae Jemison

Autumn Term | Provision Map | Year 2

Autumn 1

	To entertain – Character profile	To inform – Information	To entertain - Descriptive sentence writing	To entertain - Recount	To inform – Simple instructions
Overall Purpose					
Stimulus	**Cops and Robbers**	**Everyday Materials**	**Hermelin the Detective Mouse**	**The Disgusting Sandwich**	**How to be friends with a ghost**
Writing Endpoints	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. • **Use co-ordinating conjunctions 'and' to join some clauses.** • **Use of adjectives after the noun.** • **Use of capital letter for many proper nouns.**	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. • **Use of simple present tense.** • **Use co-ordinating conjunctions ('and', 'but') to join some clauses.** • **Use of adjectives after the noun.**	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. • **Use of simple present tense.** • **Use co-ordinating conjunctions ('and', 'but') to join some clauses.** • **Use of adjectives after the noun.**	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. • **Use of simple present tense.** • **Use co-ordinating conjunctions ('and', 'but') to join some clauses.** • **Use of adjectives after the noun.**	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. • **Use of simple present tense.** • **Use co-ordinating conjunctions ('and', 'but') to join some clauses.** • **Use of adjectives after the noun.**
Writing Outcome	Write a simple description of one of the robbers.	Write a simple description of materials for a class non-fiction book.	Create a lost poster for an item for Hermelin to find.	Retell the events of the story.	Write instructions making friends with a ghost.

Autumn 2

	To entertain - Descriptive sentence writing	To inform - Recount (Real event)	To entertain - Recount
Overall Purpose			
Stimulus	**The Friendship Bench**	**BBC Video - The Great Fire of London**	**Detective Dog**
Writing Endpoints	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. • **Use a capital letter for many proper nouns and the pronoun 'I'.** • **Use of adjectives after the noun.** • **Use co-ordinating conjunctions ('and', 'but') to join some clauses.**	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. • **Use of simple past tense** • **Use of capital letter for many proper nouns.** • **Use co-ordinating conjunctions 'and' to join some clauses.**	Basic sentence writing skills to secure use of key transcription skills. Include writing dictated sentences. • **Use of past tense.** • **Use of adjectives after the noun.** • **Use co-ordinating conjunctions ('and', 'but') to join some clauses.**
Writing Outcome	Write a simple description of their own friendship bench. What does it look like? Who would sit on it? How does it make them feel?	Write a recount of what happened during the Great Fire of London.	Write a recount of solving the crime.

Spring Term | Provision Map | Year 2

Spring 1	Overall Purpose	**To inform – Information**	**To entertain – Poetry**
	Stimulus	**Yucky Worms**	**Incredible You**
	Writing Endpoints	• **Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.** • **Begin to use a question mark or exclamation mark when it is needed.** • **Use adjectives after the noun and begin to use them before the noun (noun phrase).**	• **Use adjectives after the noun and begin to use them before the noun (noun phrase).** • **Use subordinating conjunctions ('because') to extend some clauses.** • **Use a capital letter for most proper nouns and the pronoun 'I'.**
	Writing Outcome	Write a short and basic fact file worms.	Write a free verse poem about themselves.
Spring 2	Overall Purpose	**To entertain - Descriptive sentence writing**	**To entertain - Recount**
	Stimulus	**Hansel and Gretel**	**Gotcha!**
	Writing Endpoints	• **Use adjectives after the noun and begin to use them before the noun (noun phrase).** • **Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.** • **Put the apostrophe in the correct place within some contractions.**	• **Put the apostrophe in the correct place within some contractions.** • **Use the simple past tense consistently and correctly within a series of sentences.**
	Writing Outcome	Write a setting description based on the image of the witch's' gingerbread cottage in the woods.	Write a recount linked to the story.

Summer Term | Provision Map | Year 2

Summer 1	Overall Purpose	**To entertain – Character profile**	**To entertain - Short Story Writing**
	Stimulus	**The Smeds and the Smoos**	**The Great Explorer**
	Writing Endpoints	• **Use a question mark or exclamation mark when it is needed.** • **Use adjectives before and after the noun.** • **Use the simple present tense consistently and correctly within a longer series of sentences.**	• **Use subordinating conjunctions ('when', 'because', 'if', 'that') to extend some clauses.** • **Use the simple past tense consistently and correctly within a longer series of sentences.**
	Writing Outcome	Write a sequenced paragraph for a WANTED poster for Janet or Bill.	Write a sequenced recount of the story from a different viewpoint.

Summer 2	Overall Purpose	**To inform - Information**	**To entertain – Short story writing**	**To inform – Character profile**
	Stimulus	**The Way Back Home**	**Space Tortoise**	**Little People, Big Dreams Mae Jemison**
	Writing Endpoints	• **Put the apostrophe in the correct place within many contractions.** • **Use a capital letter for proper nouns and the pronoun 'I'.** • **Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.**	• **Use subordinating conjunctions ('when', 'because', 'if', 'that') to extend some clauses.** • **Use the simple past tense consistently and correctly within a longer series of sentences.** • **Use adjectives before and after the noun.**	• **Use a capital letter for proper nouns.** • **Use a question mark or exclamation mark when it is needed.** • **Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.**
	Writing Outcome	Write a first person account of Thornaby to help a Martian visiting Earth.	Write a story based on Tortoises' journey to space and what he finds when he gets there.	Write an informative short and basic fact file about a real astronaut.