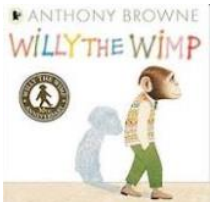

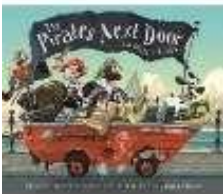
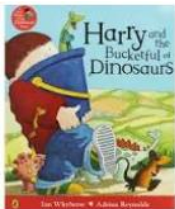

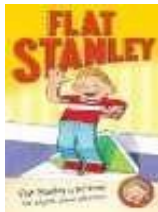


Writing progression - Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Study Unit Texts / Talk 4 Writing Class Author: Anthony Browne						
Fiction	Purpose: To entertain Outcome: To use T4W to innovate a familiar story. Structure: beginning, middle, end)	Purpose: To entertain Outcome: To use T4W to innovate story with a familiar setting. (Innovation by substitution of characters) Structure: beginning, middle, problem and resolution, end)	Purpose: To entertain Outcome: To use T4W to innovate story with a familiar setting. (Innovation by addition of events in the story) Structure: beginning, middle, problem and resolution, end)	Purpose: To entertain Outcome: To write a character description.	Purpose: To entertain Outcome: To write a setting description.	Purpose: To entertain Outcome: To develop a new chapter of a story.
Non-fiction	Purpose: To inform Outcome: To write a non-chronological report about Nicola Adams.	Purpose: To inform Outcome: To write instructions about how to travel safely on the train.	Purpose: To inform Outcome: To write a recount about our Baptism visit.	Purpose: To inform Outcome: To write a non-chronological report about dinosaurs.	Purpose: To inform Outcome: To write a newspaper report about The Great Fire of London	Purpose: To inform Outcome: To write a letter to Flat Stanley in Mexico.
Poetry	Let's go By Merry Bradshaw Aims: Vocab building: movement verbs. List poems. Aims: To substitute ideas and perform own versions.	Calligrams: Aims: To write own bonfire calligrams (based on single words)	Classic poetry: 'The Owl & The Pussycat' by Edward Lear Aims: To explore word classes (nouns, adjectives expanded noun phrases) and vocabulary Recite parts of the poem by heart.	'Roar!' dinosaur poem Aims: Vocab building, rhyme Read and perform using prosody.	A tiny burning flame Cobwebs Aims: To appreciate poems and develop personal responses Cats sleep anywhere by Eleanor Farjeon Aims: To recite poetry by heart:	Acrostic poems Aims: To write an acrostic poem about Summer. Daddy fell into the pond by Alfred Noyes Aims: To recite poetry by heart:

<p>National Curriculum coverage</p>	<p>Sentence level (Grammar and punctuation focus): Understand the features of statement and question sentences. Identify and write statement and question sentences. Recap nouns and adjectives. Identify and write noun phrases. Join ideas using conjunctions ‘and’ ‘because’.</p> <p>Word level (including spelling): Recap spelling Phase 5 phonics. 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.</p> <p>Handwriting: Revision of letter families with a focus on capital and lower case letter sizing, ascenders and descenders. Use spacing between words that reflects the size of the letters.</p>	<p>Sentence level (Grammar and punctuation focus): Know that a coordinating conjunction joins two ideas. Use coordinating conjunctions (and, or, but, so) Understand the features of a command sentence. Identify and write command sentences. Identify and write expanded noun phrases. Identify present and past tense. Recap verbs and imperative verbs.</p> <p>Word level (including spelling): Begin No Nonsense Spelling programme, which introduces common exception words, homophones and near homophones throughout the year. Spell regular past tense words by adding suffix –ed (e.g. played.)</p> <p>Handwriting: Write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters.</p>	<p>Sentence level (Grammar and punctuation focus): Know that a subordinating conjunction adds to the main idea. Use subordinating conjunctions (when, if, that, or, because) Recap adverbs. Understand the features of an exclamation sentence. Identify and write exclamation sentences. Use commas in a list.</p> <p>Word level (including spelling): Understand irregular past tense verbs, e.g. go → went, swim → swam. Use double consonant spelling rule when add suffixes –ed, –ing, –est to words containing a short vowel sound.</p> <p>Learn to spell words with contracted forms (e.g. did not → didn’t) Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.</p> <p>Handwriting: Nelson Joining group 1: a c d e h i k l m n s t u</p>	<p>Sentence level (Grammar and punctuation focus): Embed grammar and punctuation taught so far. Revise and address misconceptions.</p> <p>Word level (including spelling): Learn to spell words with the possessive apostrophe (singular) Revision of spelling rules. Use commas to separate two adjectives.</p> <p>Handwriting: Nelson Joining group 2: a c d e g i j m n o p q r s u v w x y and developing knowledge of Break Letters (b g j p q x y z)</p>	<p>Sentence level (Grammar and punctuation focus): Apply the range of grammar and punctuation for KS1 to independent writing.</p> <p>Word level (including spelling): Write from memory simple sentences, dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Handwriting: Nelson Joining group 3: b f h k l t</p> <p>Nelson Joining group 4: f o r v w</p>	<p>Sentence level (Grammar and punctuation focus): Apply the range of grammar and punctuation for KS1 to independent writing.</p> <p>Word level (including spelling): Write from memory simple sentences, dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Handwriting: Recap and revise all taught joins.</p>
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