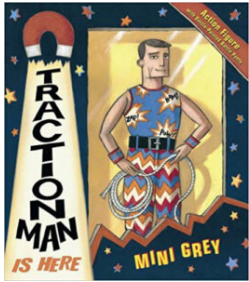
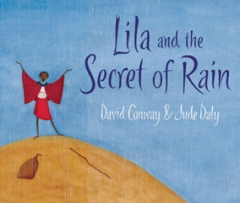
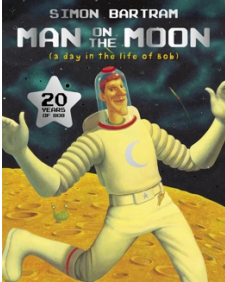

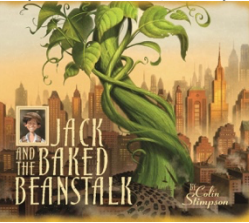
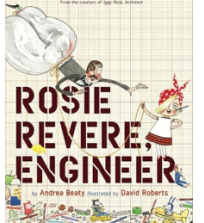


## Clarendon Federation Writing Curriculum – Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	<p>Traction Man (Mini Grey)</p> 	<p>Lila and the Secret of Rain (David Conway and Jude Daly)</p> 	<p>Man on the Moon (Mini Grey)</p> 	<p>Ocean meets Sky (Fan Brothers)</p> 	<p>Jack and the Baked Beanstalk (Colin Stimpson)</p> 	<p>Rosie Revere, Engineer (Andrea Beaty)</p>  <p style="background-color: yellow; font-weight: bold; text-align: center;">Teach faction unit first</p>
Fiction outcome	Write a new adventure for Traction Man	Write the story of The Lila and the Secret of Rain	Recount innovated adventure/journey – Aliens visit Earth	Innovate own fantasy story about a journey	Innovate a story about a different type of beanstalk	Write an adventure story based on their wacky invention from the Faction sequence
Fiction SPaG focus	<ol style="list-style-type: none"> <li>1. Use noun phrases to describe</li> <li>2. Use f/s and c/l for sentences</li> <li>3. Use 'and/or' as a co-ordinating conjunction.</li> </ol>	<ol style="list-style-type: none"> <li>1. use but/so as co-ordinating conjunctions</li> <li>2. use past tense</li> <li>3. use noun phrases to describe (incl. commas in list)</li> </ol>	<ol style="list-style-type: none"> <li>1. use a variety of simple pronouns</li> <li>2. use <b>because</b> to join clauses</li> <li>3. use noun phrases (incl. commas in list)</li> </ol>	<ol style="list-style-type: none"> <li>1. start to use progressive form of verbs</li> <li>2. use <b>when</b> to join clauses</li> <li>3. use singular possessive apostrophe</li> </ol>	<ol style="list-style-type: none"> <li>1. apply the progressive verb form</li> <li>2. use <b>if</b> to join clauses</li> <li>3. begin to use more characterisation (use of adverbs)</li> </ol>	<ol style="list-style-type: none"> <li>1. apply expanded noun phrases to add detail</li> <li>2. apply a range of simple, compound and complex sentences</li> <li>3. demarcate sentences appropriately, e.g. f/s, exclamation, question</li> </ol>
Faction outcome	<b>Faction Unit:</b> Write to inform – Traction Man's diary (recount)	<b>Faction Unit:</b> Write to inform – non-chronological report about Lila's village in Kenya	<b>Faction Unit:</b> Write to instruct – set of instructions on how to keep the moon tidy (linked to Man on the Moon)	<b>Faction Unit:</b> Write to inform – explanation about an invented flying machine	<b>Faction Unit:</b> Letter in role as character writing to persuade to not build the flyover	<b>Faction Unit:</b> Write to inform – explanation about how their own wacky invention works

<p><b>Faction SPaG focus</b></p>	<p>1. Use capital letters and f/s 2. Use 'and' as a co-ordinating conjunction. 3. Use past tense to recount</p>	<p>1. use question marks 2. use present tense 3. use but/so as co-ordinating conjunctions</p>	<p>1. use question marks 2. use exclamation marks 3. use <b>because</b> to join clauses</p>	<p>1. use <b>when</b> to join clauses 2. apply contractions 3. use past tense verbs</p>	<p>1. apply <b>when, because, if</b> to write complex sentences 2. to use -est/-ly words to describe. 3. apply past tense to letter.</p>	<p>1. demarcate sentences appropriately, e.g. f/s, exclamation, question 2. use appropriate word choices, e.g. -ly, -ing, -est</p>
<p><b>Milestones</b></p>	<p>Use simple <i>expanded</i> noun phrases to describe and specify e.g. <i>the blue butterfly</i> Use commas to list e.g. <i>I was cold, wet and miserable.</i></p>	<p>Use co-ordination (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 simple <i>expanded</i> noun phrases to describe and specify e.g. <i>the blue butterfly</i> Use commas to list e.g. <i>I was cold, wet and miserable.</i></p>	<p>Create simple character in narrative e.g. <i>power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/coo rdinating, 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> NOTE: use this time to revisit any previously taught skill</p>
	<p>Use full stops and capital letters consistently e.g. <i>include edited writing</i></p>	<p>Use full stops and capital letters consistently e.g. <i>include edited writing</i></p>	<p>Use exclamation marks, question marks mostly accurately e.g. <i>! as a punctuation mark as well as to end an exclamatory phrases</i></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>Create simple setting in narrative e.g. <i>power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/, coordinating, subordinating conjunctions</i></p>	<p>Use the main language features of non-fiction e.g. <i>precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbs for time</i> NOTE: use this time to revisit any previously taught skill</p>
		<p>Use simple <i>expanded</i> noun phrases to describe and specify e.g. <i>the blue butterfly</i> Use commas to list e.g. <i>I was cold, wet and miserable.</i></p>	<p>Use full stops and capital letters consistently e.g. <i>include edited writing</i></p>	<p>Use sentences with all different forms: statement, question, exclamation, command e.g. <i>What big ears you have grandma!</i></p>	<p>Use apostrophes for singular possession e.g. <i>Tom's coat</i></p>	<p>Apply spellings of longer words using suffixes including: <i>-ment, -ness, -ful, -less, -ly.</i> and rules for plurals e.g. <i>include edited writing</i></p>
				<p>Apply spellings of Y2 common exception words and homophones e.g. <i>include edited writing</i></p>		

**Ongoing skills –**

ORAL retelling is done in EVERY unit.

Read back work to check it makes sense (model this in every lesson)

Re-visit the objectives across units

Capital letters for proper nouns

Build in CEWs

Length of writing builds as you go through the year to build stamina