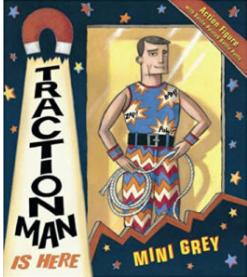
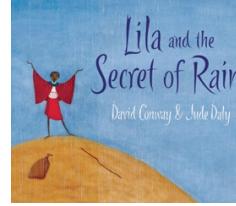
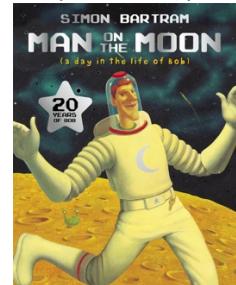
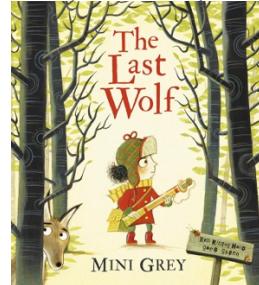
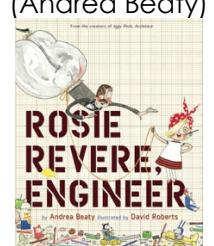


Clarendon Federation Writing Curriculum – Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Traction Man (Mini Grey) 	Lila and the Secret of Rain (David Conway and Jude Daly) 	Man on the Moon (Mini Grey) 	Ocean meets Sky (Fan Brothers) 	The Last Wolf (Mini Grey) 	Rosie Revere, Engineer (Andrea Beaty) 
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 new last animal	Write an adventure story based on their wacky invention from the Facton sequence
Fiction SPaG focus	1. Use noun phrases to describe 2. Use f/s and c/l for sentences 3. Use 'and/or' as a co-ordinating conjunction.	1. use but/so as co-ordinating conjunctions 2. use past tense 3. use noun phrases to describe (incl. commas in list)	1. use a variety of simple pronouns 2. use because to join clauses 3. use noun phrases (incl. commas in list)	1. start to use progressive form of verbs 2. use when to join clauses 3. use singular possessive apostrophe	1. apply the progressive verb form 2. use if to join clauses 3. begin to use more characterisation (use of adverbs)	1. apply expanded noun phrases to add detail 2. apply a range of simple, compound and complex sentences 3. demarcate your sentences appropriately, e.g. f/s, exclamation, question
Facton outcome	Facton Unit: Write to inform – Traction Man's diary (recount)	Facton Unit: Write to inform – non-chronological report about Lila's village in Kenya	Facton Unit: Write to instruct – set of instructions on how to keep the moon tidy (linked to Man on the Moon)	Facton Unit: Write to inform – explanation about an invented flying machine	Facton Unit: Letter in role as character writing to persuade to save the trees	Facton Unit: Write to inform – explanation about how their own wacky invention works

Teach facton unit first

Faction SPaG focus	1. Use capital letters and f/s 2. Use 'and' as a co-ordinating conjunction. 3. Use past tense to recount	1. use question marks 2. use present tense 3. use but/so as co-ordinating conjunctions	1. use question marks 2. use exclamation marks 3. use because to join clauses	1. use when to join clauses 2. apply contractions 3. use past tense verbs	1. apply when , because , if to write complex sentences 2. to use -est/-ly words to describe. 3. apply past tense to letter.	1. use commands 2. demarcate your sentences appropriately, e.g. f/s, exclamation, question 3. use appropriate word choices, e.g. -ly, -ing, -est
Milestones	Use simple expanded noun phrases to describe and specify e.g. the blue butterfly Use commas to list e.g. I was cold, wet and miserable.	Use co-ordination (but/and/or/so) e.g. I was wet but we still had to go outside.	Use the present and past tenses correctly and consistently e.g. include edited writing	Use simple expanded noun phrases to describe and specify e.g. the blue butterfly Use commas to list e.g. I was cold, wet and miserable.	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	Use the main language features of narrative e.g. noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs\\ NOTE: use this time to revisit any previously taught skill
	Use full stops and capital letters consistently e.g. include edited writing	Use full stops and capital letters consistently e.g. include edited writing	Use exclamation marks, question marks mostly accurately e.g. ! as a punctuation mark as well as to end an exclamatory phrases	Use subordination (when/if/that/because) to add extra information e.g. The children were cold because they had forgotten their coats.	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	Use the main language features of non-fiction e.g. precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbs for time NOTE: use this time to revisit any previously taught skill
	Use simple expanded noun phrases to describe and specify e.g. the blue butterfly Use commas to list e.g. I was cold, wet and miserable.	Use full stops and capital letters consistently e.g. include edited writing	Use sentences with all different forms: statement, question, exclamation, command e.g. What big ears you have grandma!	Use apostrophes for singular possession e.g. Tom's coat	Apply spellings of longer words using suffixes including: -ment, -ness, -ful, -less, -ly. and rules for plurals e.g. include edited writing	
				Apply spellings of Y2 common exception words and homophones e.g. include edited writing		

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