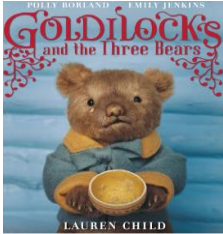



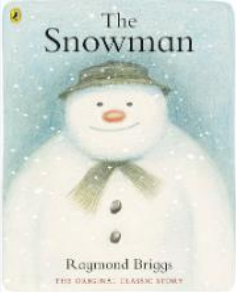

Year 2 Writing Overview 2024-25

Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
	Goldilocks and the Three Bears Lauren Child Week 1-2 	Possible writing opportunities Wanted Poster Final Outcome Letter	<ul style="list-style-type: none"> Capital letters for proper nouns Correct sentence demarcation (capital letters and full stops) Use of expanded noun phrases (adjectives to describe) Use of co-ordinating conjunction: and Subordinating conjunction: when 	<ul style="list-style-type: none"> Using past tense correctly -ed suffix with no change to root word (Y1) Spell many common exception words (Yr1 and Yr2) Segment spoken words into phonemes and make phonically plausible attempts at others. Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.
	Vlad and the Florence Nightingale Adventure – Kate and Sam Cunningham Week 2-3 	Possible writing opportunities Diary entry Setting description Final Outcome Diary entry	<ul style="list-style-type: none"> Capital letters for proper nouns Correct sentence demarcation (capital letters and full stops) Use of expanded noun phrases (adjectives to describe) Use of co-ordinating conjunction: and Subordinating conjunction: when 	<ul style="list-style-type: none"> Using past tense correctly -ed suffix with no change to root word (Y1) Spell many common exception words (Yr1 and Yr2) Segment spoken words into phonemes and make phonically plausible attempts at others. Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.
	Florence Nightingale Big Dream, Little People Week 4-5 	Possible writing opportunities Diary entry Final Outcome Non-chronological report about the life of Florence Nightingale	<ul style="list-style-type: none"> Capital letters for names and pronoun I Third person (she, her, they, them, their) Use capital letters, full stops, and question marks to demarcate sentences. Past tense -ed suffix and applying the correct spelling rules Identify and write questions and statements using accurate punctuation Use technical/ topic specific vocabulary 	<ul style="list-style-type: none"> Using past tense correctly -ed suffix with no change to root word (Y1) Spell many common exception words (Yr1 and Yr2) Segment spoken words into phonemes and make phonically plausible attempts at others. Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.


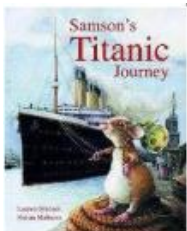

Year 2 Writing Overview – 2024-25

	Royal Victoria Country Park Recount Week 6-7 	Possible writing opportunities Thank you letter Final Outcome <u>Recount (Real Event)</u>	<ul style="list-style-type: none"> • Use capital letters, full stops, and question marks to demarcate sentences. • Past tense –ed suffix and applying the correct spelling rules • Identify and write questions and statements using accurate punctuation • Use technical/ topic specific vocabulary 	<ul style="list-style-type: none"> • Using past tense correctly -ed suffix with no change to root word (Y1) • Spell many common exception words (Yr1 and Yr2) • Segment spoken words into phonemes and make phonically plausible attempts at others. • Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Autumn 2 Taking Flight	Taking Flight The Literacy Shed Week 1-2 	Possible writing opportunities Character descriptions Setting descriptions Final Outcome Recount: A Diary	<ul style="list-style-type: none"> • Past progressive verb form -ing suffix • Use of -ly suffix to create adverbs • Use of expanded noun phrases with commas in a list • Write in the 1st person • Use of exclamation marks 	<ul style="list-style-type: none"> • Using past tense correctly -ed suffix with no change to root word (Y1) • Spell many common exception words (Yr1 and Yr2) • Segment spoken words into phonemes and make phonically plausible attempts at others. • Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.
	The Wright Brothers Week 3-4 	Possible writing opportunities A letter Final Outcome Non chronological report	<ul style="list-style-type: none"> • Use a range of sentence types • Adding -ful and -less suffix • Use the subordinating conjunction: <i>that</i> 	<ul style="list-style-type: none"> • Correct tense throughout – applying the correct spelling rule for suffix -ing and -ed • Spell many common exception words (Yr1 and Yr2) • Segment spoken words into phonemes and make phonically plausible attempts at others. • Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.


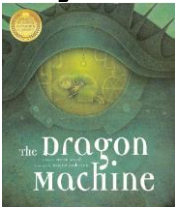
Year 2 Writing Overview – 2024-25

	The Snowman Raymond Briggs Week 5-6 	Possible writing opportunities A setting description Final Outcome Narrative-retell	<ul style="list-style-type: none"> • Use a range of sentence types • Use adjectives to describe and specify • Use adverbs to describe verbs -ly suffix 	<ul style="list-style-type: none"> • Correct tense throughout – applying the correct spelling rule for suffix -ing and -ed • Spell many common exception words (Yr1 and Yr2) • Segment spoken words into phonemes and make phonically plausible attempts at others. • Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.
Autumn 1 or 2	Poetry Diamonte	Final Outcome Diamonte poem linked to flight or Christmas / holiday season	<ul style="list-style-type: none"> • Use of expanded noun phrases • Progressive verb form -ing suffix • Subordinating and Coordinating conjunctions • Consistent use of tense throughout the piece 	<ul style="list-style-type: none"> • Spell many common exception words (Yr1 and Yr2) • Segment spoken words into phonemes and make phonically plausible attempts at others. • Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Spring 1 What a Wonderful World	The Journey Home Frann Preston-Gannon Week 1-2 	Possible writing opportunities Story retell / innovation Persuasive poster Final Outcome Persuasive letter	<ul style="list-style-type: none"> • Use a range of sentence types • Use subordinating conjunctions <i>when, because, that</i> 	<ul style="list-style-type: none"> • Correct tense throughout – applying the correct spelling rule for suffix -ing and -ed • Spell many common exception words (Yr1 and Yr2) • Segment spoken words into phonemes and make phonically plausible attempts at others. • Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.
	Dear Earth Isabel Agonuzzi Week 3-5	Possible writing opportunities Write a description Final Outcome	<ul style="list-style-type: none"> • Apostrophes for contracted forms • Change adjectives to adverbs using the -ly suffix 	<ul style="list-style-type: none"> • Capital letters, full stops and finger spaces • Use of correct verb tense agreement

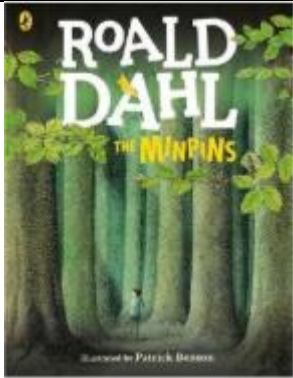

Year 2 Writing Overview – 2024-25

		A letter		<ul style="list-style-type: none"> Co-ordinating and subordinating conjunctions Adjectives and verbs
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Spring 2 The Titanic	Samson's Journey Weeks 1-3 	Possible writing opportunities A description A postcard Final Outcome A diary	<ul style="list-style-type: none"> Use a range of sentence types Writing in the correct tense (simple and progressive form) Use of time conjunctions to sequence 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Use of correct verb tense agreement Co-ordinating and subordinating conjunctions Use of expanded noun phrases
	The Titanic Week 3-5 	Possible writing opportunities A postcard Final Outcome A fact file	<ul style="list-style-type: none"> Use the -er and -est to create comparatives and superlatives Use a range of sentence types 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Use of correct verb tense agreement Co-ordinating and subordinating conjunctions Use of expanded noun phrases
	Recount SeaCity Museum	Final outcome <u>Recount based on school trip</u>	<ul style="list-style-type: none"> Range of sentence types Use of taught suffixes so far Third person 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Use of correct verb tense agreement Co-ordinating and subordinating conjunctions Use of expanded noun phrases
Spring poetry	Tetractys	Outcome Tetractys poem linked to Titanic or Nature	There is no set rhyme scheme. Use a range of vocabulary / word types	
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives

Year 2 Writing Overview – 2024-25

		(long and short pieces)		
Summer 1	The Bear and The Piano David Litchfield 	Possible writing opportunities A description A diary Final Outcome A letter / Narrative	<ul style="list-style-type: none"> • Use a range of conjunctions. • Use a range of sentence types • Add the –ment and –ness suffixes to form nouns. 	<ul style="list-style-type: none"> • Write simple coherent narratives (real and fictional) • Use present and past tense mostly correctly and consistently • Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses • GD-Make simple • additions, proof reading and corrections. • Spell most CEWs • Use the diagonal and horizontal strokes needed to join some letters.
	The Dragon Machine 	Possible writing opportunities A description A recount Final Outcome An explanation text	<ul style="list-style-type: none"> • Use prepositions 	<ul style="list-style-type: none"> • Write simple coherent narratives (real and fictional) • Use present and past tense mostly correctly and consistently • Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses • GD-Make simple • additions, proof reading and corrections. • Spell most CEWs Use the diagonal and horizontal strokes needed to join some letters.
	The Minpins Roald Dahl	Possible writing opportunities A description A recount A narrative	<ul style="list-style-type: none"> • Possessive apostrophe • Add suffixes –ment, -ness, -ful and -less, to longer words 	<ul style="list-style-type: none"> • Write simple coherent narratives (real and fictional) • Use present and past tense mostly correctly and consistently • Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses

Year 2 Writing Overview – 2024-25

				<ul style="list-style-type: none"> • GD-Make simple • additions, proof reading and corrections. • Spell most CEWs • Use the diagonal and horizontal strokes needed to join some letters.
Term	Text	Potential Writing Outcome (long and short pieces)	Focus objectives	Ongoing objectives
Summer 2	Ocean Meets Sky The Fan Brothers 	<u>Possible writing opportunities</u> A fantasy narrative Instructions Descriptions	Recap of previously taught skills	<ul style="list-style-type: none"> • Write simple coherent narratives (real and fictional) • Use present and past tense mostly correctly and consistently • Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses • GD-Make simple • additions, proof reading and corrections. • Spell most CEWs Use the diagonal and horizontal strokes needed to join some letters.
	Woodmill Activity Centre Recount	Final outcome Recount	Recap of previously taught skills	

Year 2 Writing Overview – 2024-25

	Transition text- TBC			
Summer poetry	Free verse Example poems/poets Firework Poem by Jim Carter Look at the Train! by Kathy Henderson Rain-Dance by Hilda Offen Onomatopoeia by Eve Merriam	<u>Outcome</u> Poem about moving on	<ul style="list-style-type: none">• onomatopoeia and alliteration• rhyme• counting syllables• repetition• thinking and feeling details	

Year 2 Writing Overview – 2024-25

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - 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
 - 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]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Statutory requirements

- 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.

Statutory requirements

Handwriting

Pupils should be taught to:

- 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 – composition

Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - 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:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading 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

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - 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:
 - 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 co-ordination (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.

Year 2 Writing Overview – 2024-25

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>–ness</i> , <i>–er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i>] Formation of adjectives using suffixes such as <i>–ful</i> , <i>–less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>–er</i> , <i>–est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
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, <i>she is drumming</i> , <i>he was shouting</i>]
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, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma