



Year 2  
**Writing**  
Curriculum

# Y2 ENGLISH TEACHING

## 2 YEAR 2 ENGLISH TEACHING

- Daily phonics (Autumn 1)
- Daily spelling
- Regular handwriting instruction (at least four times per week)
- Daily English lessons focusing on the writing sequence
- Daily shared reading of quality texts
- Daily opportunities to practise composition through oral activities
- Regular writing opportunities linked to quality texts
- Regular vocabulary instruction linked to shared texts and topics



## THE WRITING SEQUENCE

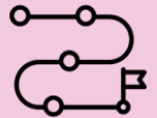
As children move into Year 2, they begin to develop more of an understanding of the writing process, including learning to write different text types through analysing models and developing their editing and improving skills.



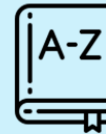
**Immerse**



**Explore**



**Plan and  
Sequence**



**Practice:  
Language**



**Practice:  
Grammar**



**Draft**



**Edit and  
Improve**



**Share**

# GRAMMAR KNOWLEDGE

## Spelling

<b>contraction</b>	Two words that are joined and made shorter by omitting a letter.
<b>homophone</b>	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
<b>consonant</b>	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.
<b>vowel</b>	A sound you pronounce with your mouth open and air flows freely through it. In the English writing system, the letters a, e, i, o, u and y can represent vowels.
<b>syllable</b>	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.
<b>plural</b>	More than one noun.
<b>singular</b>	One noun.
<b>prefix</b>	A group of letters added to the <b>start</b> of words to create a new word with a different meaning.
<b>suffix</b>	A group of letters added to the <b>end</b> of words to create a new word with a different meaning.

## Punctuation

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

## New Learning

### Sentence Structure

<b>statement sentence</b>	A sentence that tells you a fact, opinion, idea or what is happening. They end with a full stop.
<b>command sentence</b>	An order or instruction that tells someone what to do. It starts with an imperative verb and can end with a full stop or exclamation mark, depending on how the sentence is to be read.
<b>question sentence</b>	A question or request that asks something. It starts with a question word or a verb and end with a question mark.
<b>exclamation sentence</b>	A sentence that shows that someone is surprised, excited, shocked or has a strong emotion. They can also be sentences which are shouted. It can be formed: what or how + noun phrase/ adjective + pronoun/noun + verb + !
<b>subject</b>	Who or what is being or doing an action.
<b>verb</b>	A word that shows action or links to show being.
<b>sentence</b>	A sentence can be made up of clauses and phrases and expresses a complete thought or idea.
<b>clause</b>	A group of words that includes a subject and a verb.
<b>independent clause</b>	A clause with at least one subject and one verb that can make sense on its own.
<b>phrase</b>	A group of words without a verb.

### Irregular Verbs

**take, give, find, tell, hold, write, grow, send, break, show**

come, sing, meet, sit, speak, draw, swim, cut, dig, put

say, make, go, see, get, drink, run, build, eat, do

## Prior Learning

### Word Class

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

### Tense

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

### GPCs – learn to read and write words containing:

*/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/

**Review Phase 5  
Au1**

### Tricky Words – learn to read and begin to write

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

**Review Phase 5  
Au1**

# SPELLING KNOWLEDGE

Children are taught to spell following the LET Spelling Curriculum. This is in addition to any phonics lessons in order to secure their understanding of spelling patterns and placement of GPCs within words. Spelling sessions consolidate previously taught GPCs from phonics lessons.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> <li>Recap tricky words: <b>here, there, where, were, your, they, our, said, was, once</b></li> <li>Recap: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>Recap: The sound /ch/ spelt as tch</li> <li>Recap: The /v/ sound at the end of words</li> <li>Recap: Adding the suffixes -s and -es to root words (plural of nouns and the third person singular of verbs)</li> <li>Recap: The sound /f/ spelt as ph and the sound /w/ spelt as wh</li> <li>Recap: Adding the suffix -ed making the sounds Id/ (extra syllable), /d/ or /t/ where no change is needed to the root word</li> <li>Tricky words: <b>Christmas, because, find, kind, mind, behind, child (children), wild, climb</b></li> </ol>	<ol style="list-style-type: none"> <li>The /dʒ/ sound spelt as j or g</li> <li>The /dʒ/ sound spelt as dge or ge</li> <li>Recap: The sound /ck/ spelt as k</li> <li>The /s/ sound spelt c before e, i and y</li> <li>The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>Homophones and near-homophones: <b>there/their/they're, here/hear, one/won, to/too/two, be/bee</b></li> <li>Tricky words: <b>most, only, both, old, cold, gold, hold, told, door, floor, poor</b></li> </ol>	<ol style="list-style-type: none"> <li>The /r/ sound spelt wr at the beginning of words</li> <li>The /l/ or /əl/ sound spelt -le or -el at the end of words</li> <li>The /l/ or /əl/ sound spelt -al or -il at the end of words</li> <li>Recap: The /aɪ/ sound spelt -y at the end of words</li> <li>Adding -es to nouns and verbs ending in -y</li> <li>Tricky words: <b>every, everybody, even, great, break, steak, pretty, beautiful, sure, sugar</b></li> </ol>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> <li>Adding -ed, and -ing to a root word ending in -y with a consonant before it</li> <li>Adding -er and -est to a root word ending in -y with a consonant before it</li> <li>Adding the endings -ing and -ed to words ending in -e with a consonant before it</li> <li>Adding the endings -er, and -est to words ending in -e with a consonant before it</li> <li>Tricky words: <b>hour, move, prove, improve, eye, could, should, would, who, whole</b></li> </ol>	<ol style="list-style-type: none"> <li>The suffixes -ment and -ness</li> <li>The suffixes -ful, -less, -ly</li> <li>Adding -ing, -ed to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>The /ɔ:/ sound spelt a before l and ll</li> <li>Tricky words: <b>any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents</b></li> </ol>	<ol style="list-style-type: none"> <li>The /ʌ/ sound spelt o</li> <li>The /i:/ sound spelt -ey</li> <li>The /ɜ:/ sound spelt or after w and the /ɔ:/ sound spelt ar after w</li> <li>The /ɒ/ sound spelt a after w and qu</li> <li>The /ʒ/ sound spelt si or su</li> <li>The /ʃ/ sound spelt as ti (before on)</li> <li>Homophones and near-homophones: <b>quite/quiet, see/sea, bare/bear, sun/son, blue/blew, night/knight</b></li> </ol>

# HANDWRITING AND SENTENCE STRUCTURE KNOWLEDGE

Children in Year 2 are given opportunities to secure basic sentence writing through:

- Daily handwriting instruction where the process is carefully monitored.
- Daily application of phonics code and spelling patterns within spelling sessions.
- Oral composition and rehearsal of sentences.
- Regular sentence writing practice through dictation.
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Appropriate writing tasks that support children in writing sequences of accurate sentences.

Grammar	Punctuation	Handwriting
<p><b>Children are taught to increase their range of sentence structures through:</b></p> <ul style="list-style-type: none"> <li>• Using different sentence forms (i.e. statement, command, question, exclamation).</li> <li>• Using the present and past tense throughout writing.</li> <li>• Beginning to use the progressive tense to mark actions in progress.</li> <li>• Using subordinating or co-ordinating conjunctions to add further detail or link ideas.</li> <li>• Using noun phrases to describe and specify.</li> <li>• Using adverbs as modifiers (time and manner)</li> </ul>	<p><b>Children are taught to use punctuation accurately across all writing through:</b></p> <ul style="list-style-type: none"> <li>• Using capital letters and full stops to demarcate sentences.</li> <li>• Using exclamation marks and question marks to demarcate sentences.</li> <li>• Using commas to separate items in a list.</li> <li>• Using apostrophes for contraction.</li> <li>• Using apostrophes for singular possession.</li> </ul>	<p><b>Children are taught to:</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> </ul> <div data-bbox="1197 549 1554 692" style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the true size of the letters.</li> <li>• Continue to understand which letters belong to which handwriting family and practise these:             <ul style="list-style-type: none"> <li>• <b>Curly caterpillar</b> - anti-clockwise movements (developed from basic letter c) – c a o q g d e s f</li> <li>• <b>Long ladder</b> - mainly down and round movements (developed from basic letter l) – l I j t u y</li> <li>• <b>One-armed robot</b> - down up and over movements (developed from basic letter h) – r m n h b k p</li> <li>• <b>Zig-zag</b> - diagonal movements (developed from basic letter v) – v w x z</li> </ul> </li> </ul>

# TEXT TYPES

New Learning

Prior Learning

Children in Year 2 continue to learn to write for different purposes. They are taught the importance of context, audience and purpose through:

- Choosing different sentence forms and grammar appropriately according to purpose
- Thinking about the reader when choosing language and vocabulary to make writing clear and engaging
- Selecting the appropriate tense, using it correctly and consistently



## Character Profile



## Object Description



## Setting Description



Children learn to describe objects, characters and settings linked to books or topics.

### Structure and Organisation

- Introduce the character to the reader
- Describe the character's appearance and personality
- Explain why the character is significant/important

- Introduce the object to the reader
- Describe the object using different senses
- Explain why the object is special/important

- Introduce the setting to the reader
- Describe the setting using different senses

### Grammatical Features

- Use the third person
- Use conjunctions to link ideas
- Use the present tense
- Use capital letters for proper nouns

- Use the third person
- Use conjunctions to link ideas
- Use the present tense

- Use the third person
- Use conjunctions to link ideas
- Use the present tense
- Use commas in a list

### Language Features

- Use adjectives to describe appearance and personality
- Use noun phrases to add detail
- Use pronouns to avoid repetition
- Use language drawn from knowledge of context

- Use adjectives to describe using different senses
- Use noun phrases to add detail
- Use pronouns to avoid repetition
- Use language drawn from knowledge of context

- Use adjectives to describe using different senses
- Use noun phrases to add detail
- Use verbs to show action
- Use pronouns to avoid repetition
- Use language drawn from knowledge of context

# TEXT TYPES

## New Learning

## Prior Learning



### Story Writing (Retell)



### Recount (imagined or in role)



### Sensory Poetry



Children learn to retell sections of or whole stories linked to a text they know well.

Children learn to recount in different forms, such as diaries and postcards, from a character's viewpoint.

Children explore and experience a range of poetry through reading. In writing, they learn to compose sensory poems.

#### Structure and Organisation

- Establish the setting
- Introduce the character(s)
- Sequence events in order
- Include a problem or special event
- Close by expressing how the story ended

- State what the event was
- Express what type of day/experience it has been
- Sequence events in chronological order
- Close by expressing final thoughts

#### Grammatical Features

- Use mainly past tense
- Use mainly third person
- Use conjunctions to link ideas
- Use commas in lists
- Use question marks for question sentences
- Use exclamation marks for exclamation sentences

- Use the first person
- Use the past tense
- Use conjunctions to link ideas
- Use apostrophes for contraction
- Begin to use apostrophes for possession
- Use commas in lists
- Use question marks for question sentences
- Use exclamation marks for exclamation sentences

- Use commas in lists

#### Language Features

- Use noun phrases to add detail
- Use verbs to show action
- Begin to use adverbs to modify (time and manner)
- Use pronouns to avoid repetition
- Use language drawn from knowledge of context

- Use adjectives to describe using different senses
- Use adjectives to describe and convey emotions
- Use noun phrases to add detail
- Use verbs to show action
- Begin to use adverbs to modify (time and manner)
- Use pronouns to avoid repetition
- Use language drawn from knowledge of context






- Use adjectives to describe a stimulus
- Use sensory description
- Use simple similes
- Make adventurous vocabulary choices
- Use subject-specific language
- Experiment with repetitive/patterned structures
- Experiment with alliteration, rhyme and sound effects



# TEXT TYPES

New Learning

Prior Learning

	 <b>Information Text</b>	 <b>Recount (real event)</b> 	 <b>Instructions</b> 
	Children learn to write factually, linking to familiar books, wider curriculum topics or imagined creations.	Children learn to inform about real events, linked to a trip or school visitor.	Children learn to inform through instructions linked to making or doing something.
<b>Structure and Organisation</b>	<ul style="list-style-type: none"> <li>• Include a title which outlines what the information text is about</li> <li>• Introduce what the text is going to be about</li> <li>• Give information about the topic</li> <li>• Include labelled pictures</li> </ul>	<ul style="list-style-type: none"> <li>• State what the event was</li> <li>• Express what type of day/experience it has been</li> <li>• Sequence events in chronological order</li> <li>• Close by expressing final thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• Include a title which outlines what the instructions are for</li> <li>• Include a list of materials/ingredients</li> <li>• Sequence the instructions with numbered steps</li> <li>• Close with a final statement</li> </ul>
<b>Grammatical Features</b>	<ul style="list-style-type: none"> <li>• Use the third person</li> <li>• Use conjunctions to link ideas</li> <li>• Use the present tense</li> <li>• Use apostrophes for contraction</li> <li>• Begin to use apostrophes for possession</li> <li>• Use commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>• Use the first person</li> <li>• Use the past tense</li> <li>• Use conjunctions to link ideas</li> <li>• Use apostrophes for contraction</li> <li>• Begin to use apostrophes for possession</li> </ul>	<ul style="list-style-type: none"> <li>• Use imperative verbs to form command sentences</li> <li>• Use conjunctions to link ideas</li> <li>• Use negative command sentences to give tips or hints</li> <li>• Use apostrophes for contraction</li> <li>• Use question marks for question sentences</li> </ul>
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Use appropriate adjectives to give additional information</li> <li>• Use noun phrases to clarify</li> <li>• Use pronouns to avoid repetition</li> <li>• Use language drawn from knowledge of context</li> </ul>	<ul style="list-style-type: none"> <li>• Use adjectives to describe using different senses</li> <li>• Use adjectives to describe and convey emotions</li> <li>• Use noun phrases to add detail</li> <li>• Use verbs to show action</li> <li>• Begin to use adverbs to modify (time and manner)</li> <li>• Use pronouns to avoid repetition</li> <li>• Use language drawn from knowledge of context</li> </ul>	<ul style="list-style-type: none"> <li>• Use adjectives only for essential information</li> <li>• Use different imperative verbs to show how the instruction should be done</li> <li>• Begin to use adverbs to show how the instruction should be done</li> <li>• Use language drawn from knowledge of context, including technical vocabulary</li> </ul>

# ENDPOINTS

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.
Sentence Structure	Use a capital letter for many proper nouns and the pronoun 'I'.	Re-read words to check that they contain all the sounds and the correct representations.	Use a capital letter for proper nouns and the pronoun 'I'.
	Punctuate most sentences with a capital letter within a short series of sentences.	Use a capital letter for most proper nouns and the pronoun 'I'.	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 capital letter 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.	Punctuate most sentences with a full stop within a series of sentences.	Use a question mark or exclamation mark when it is needed.
	Use the simple present tense mostly correctly within a short series of sentences.	Begin to use a question mark or exclamation mark when it is needed.	Put the apostrophe in the correct place within many contractions.
	Use the simple past tense mostly correctly within a short series of sentences.	Put the apostrophe in the correct place within some contractions.	Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.
	Use adjectives after the noun.	Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join 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 subordinating conjunctions ('because') to extend some clauses.	Use the simple present tense consistently and correctly within a longer series of sentences.
	Composition	Write simple pieces (narrative and non-narrative).	Use the simple present tense consistently and correctly within a series of sentences.
Begin to choose adjectives and verbs for effect.		Use the simple past tense consistently and correctly within a series of sentences.	Use adjectives before and after the noun.
Begin to open sentences in different ways through use of pronouns and synonyms.		Use adjectives after the noun and begin to use them before the noun (noun phrase).	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.	Write simple, coherent pieces (narrative and non-narrative).
Composition	Write simple pieces (narrative and non-narrative), most of which are coherent.	Choose adjectives and verbs for effect.	Choose adjectives and verbs for effect.
	Choose adjectives and verbs for effect.	Open sentences in different ways through use of pronouns and synonyms and begin to use time adverbs.	Begin to use adverbs to add detail.
	Open sentences in different ways through use of pronouns and synonyms and begin to use time adverbs.	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.
Composition	Begin to vary sentence structures through some use of both single and multi-clause sentences.		Vary sentence structures through some use of both single and multi-clause sentences.

# GREATER DEPTH ENDPOINTS

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:

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.

Greater Depth

## SUPPORT FOR CHILDREN NOT WORKING AT ARE

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

Autumn						
	Transcription and Sentence Work	Information text	Diary recount (in role)	Retell (experience)	Character profile	Retell (section of story)
Spring						
	Instructions	Object description	Retell (experience)	Setting description	Diary recount (in role)	Retell (section of story)
Summer						
	Postcard recount (in role)	Information text	Sensory poem	Simple retell of a story	Instructions	Whole School Write



Stimulus

CAP

Main Focus

Additional Teaching Points

Basic sentence writing skills and practice through the PVPG scheme of work.

**Context:** Information text (based on a Bog Baby)  
**Audience:** Year 2 friends  
**Purpose:** To give information about a Bog Baby

**Context:** Diary recount (in role)  
**Audience:** Self  
**Purpose:** To recount finding a Bog Baby in the first person

- Nouns (common and proper)
- Verbs (being and action; regular and irregular)
- Adding the suffixes –s, -es, -ing, -ed
- Subject
- Building single-clause sentences using subject/verb and using pronouns within these
- Co-ordinating conjunctions

- Using the simple present tense.
- Using the conjunction 'and' to link clauses.
- Using a capital letter for proper nouns.
- Using pronouns to replace nouns.

- Using the simple past tense.
- Using the conjunctions 'and' and 'but' to link clauses.
- Using a capital letter for the pronoun 'I'
- Using an adjective **after** the noun.

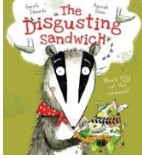

- Applying phonics to write sentences.
- Spelling most Year 1 and some Year 2 common exception words correctly.
- Using the suffixes –s, -es, –ing, -er and –est.
- Forming lower case and capital letters.
- Beginning to distinguish between small and tall letters and capital and lower case letters.
- Using appropriate spacing.
- Positioning letters on the line with descenders going underneath.
- Starting sentences with a capital letter.
- Punctuating with a full stop.
- Using an adjective **after** the noun.
- Re-reading words to check they contain all sounds.
- Re-reading sentences to check they make sense.
- Using subject-specific vocabulary and factual adjectives.

- Applying phonics to write sentences.
- Spelling most Year 1 and some Year 2 common exception words correctly.
- Using the suffixes –s, -es, –ing, -er and –est.
- Forming lower case and capital letters.
- Beginning to distinguish between small and tall letters and capital and lower case letters.
- Using appropriate spacing.
- Positioning letters on the line with descenders going underneath.
- Using a capital letter for proper nouns.
- Starting sentences with a capital letter.
- Punctuating with a full stop.
- Using pronouns to replace nouns.
- Re-reading words to check they contain all sounds.
- Re-reading sentences to check they make sense.
- Using the first person.
- Writing events in chronological order.
- Including emotions.

# AUTUMN 2





# SPRING 1

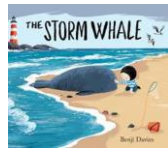

Stimulus			
CAP	<p><b>Context:</b> Instructions (in the form of a recipe) for making a disgusting sandwich  <b>Audience:</b> Parents  <b>Purpose:</b> To tell someone how to make something</p>	<p><b>Context:</b> Description of a disgusting sandwich  <b>Audience:</b> Adult  <b>Purpose:</b> To create a sensory description of an object</p>	<p><b>Context:</b> Recount of a trip to a museum  <b>Audience:</b> Year 4  <b>Purpose:</b> To recall past events from a trip or visit, giving information about what has been learnt</p>
Main Focus	<ul style="list-style-type: none"> <li>Using the co-ordinating conjunctions 'and', 'but' and 'or' to link clauses.</li> <li>Choosing imperative verbs for effect.</li> <li>Beginning to use apostrophes for contraction.</li> <li>Beginning to use time adverbs to sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Using the co-ordinating conjunctions 'and', 'but', 'or' and 'so' to link clauses.</li> <li>Using adjectives after the noun and begin to use them before the noun (noun phrase).</li> <li>Opening sentences in different ways through use of pronouns and synonyms.</li> <li>Beginning to use question marks for question sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Using the co-ordinating conjunctions 'and', 'but', 'or' and 'so' to link clauses.</li> <li>Beginning to use apostrophes for contraction.</li> <li>Beginning to use time adverbs to sequence.</li> <li>Beginning to use exclamation marks for exclamation sentences.</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying phonics to write a series of sentences, spelling many words correctly.</li> <li>Spelling most Year 1 and many Year 2 common exception words correctly.</li> <li>Using the suffixes -s, -es, -ing, -er and -est.</li> <li>Often choosing the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters.</li> <li>Showing distinction between small and tall letters and capital and lower case letters.</li> <li>Using appropriate spacing, beginning to reflect the size of the letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Using adjectives after the noun.</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Choosing adjectives for essential information.</li> <li>Using synonyms to open sentences in different ways.</li> <li>Sequence the instructions using numbered steps.</li> <li>Using negative command sentences for tips or hints.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write a series of sentences, spelling many words correctly.</li> <li>Spelling most Year 1 and many Year 2 common exception words correctly.</li> <li>Using the suffixes -s, -es, -ing, -er and -est.</li> <li>Often choosing the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters.</li> <li>Showing distinction between small and tall letters and capital and lower case letters.</li> <li>Using appropriate spacing, beginning to reflect the size of the letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Using the simple present tense within a series of sentences.</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Using the third person.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write a series of sentences, spelling many words correctly.</li> <li>Spelling most Year 1 and many Year 2 common exception words correctly.</li> <li>Using the suffixes -s, -es, -ing, -er and -est.</li> <li>Often choosing the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters.</li> <li>Showing distinction between small and tall letters and capital and lower case letters.</li> <li>Using appropriate spacing, beginning to reflect the size of the letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Using the simple past tense within a series of sentences.</li> <li>Using adjectives after the noun and begin to use them before the noun (noun phrase).</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Using the first person.</li> <li>Writing events in chronological order.</li> <li>Choosing adjectives and verbs for effect, including adjectives for senses and emotions.</li> </ul>



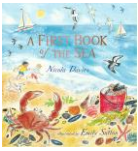


# SPRING 2

Stimulus			
CAP	<p><b>Context:</b> Description of Sleeping Beauty's tower  <b>Audience:</b> Year 2 friends  <b>Purpose:</b> To describe so the reader can form a picture in their head</p>	<p><b>Context:</b> Diary recount (in role as Bob)  <b>Audience:</b> Self  <b>Purpose:</b> To recount a part of a day on the moon</p>	<p><b>Context:</b> Retell of a section of a story  <b>Audience:</b> Year 3  <b>Purpose:</b> To entertain older children by retelling a key event from a story</p>
Main Focus	<ul style="list-style-type: none"> <li>Using adjectives after the noun and begin to use them before the noun (noun phrase).</li> <li>Choosing verbs for effect.</li> <li>Beginning to use the present progressive tense.</li> <li>Beginning to use commas in a list.</li> </ul>	<ul style="list-style-type: none"> <li>Using commas in a list.</li> <li>Beginning to use the subordinating conjunction 'because' to extend clauses.</li> <li>Using question marks for question sentences.</li> <li>Using exclamation marks for exclamation sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Using commas in a list.</li> <li>Beginning to use the subordinating conjunction 'because' to extend clauses.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and beginning to use time adverbs.</li> <li>Using adjectives after the noun and begin to use them before the noun (noun phrase).</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying phonics to write a series of sentences, spelling many words correctly.</li> <li>Spelling most Year 1 and many Year 2 common exception words correctly.</li> <li>Beginning to use the suffixes -s, -es, -ing, -er and -est where the root word changes.</li> <li>Often choosing the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters.</li> <li>Showing distinction between small and tall letters and capital and lower case letters.</li> <li>Using appropriate spacing, beginning to reflect the size of the letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Beginning to use apostrophes for contraction.</li> <li>Using the co-ordinating conjunctions 'and', 'but', 'or' and 'so' to link clauses.</li> <li>Using the simple present tense within a series of sentences.</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Choosing adjectives for effect.</li> <li>Opening sentences in different ways through use of pronouns and synonyms.</li> <li>Beginning to vary sentence structures through some use of both single and multi-clause sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write a series of sentences, spelling many words correctly.</li> <li>Spelling most Year 1 and many Year 2 common exception words correctly.</li> <li>Beginning to use the suffixes -s, -es, -ing, -er and -est where the root word changes.</li> <li>Often choosing the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters.</li> <li>Showing distinction between small and tall letters and capital and lower case letters.</li> <li>Using appropriate spacing, beginning to reflect the size of the letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Using a capital letter for the pronoun 'I'.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Beginning to use apostrophes for contraction.</li> <li>Using the co-ordinating conjunctions 'and', 'but', 'or' and 'so' to link clauses.</li> <li>Using the simple past tense within a series of sentences.</li> <li>Using adjectives after the noun and begin to use them before the noun (noun phrase).</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Choosing adjectives and verbs for effect, including adjectives for senses and emotions.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and beginning to use time adverbs.</li> <li>Beginning to vary sentence structures through some use of both single and multi-clause sentences.</li> <li>Sequencing events in order.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write a series of sentences, spelling many words correctly.</li> <li>Spelling most Year 1 and many Year 2 common exception words correctly.</li> <li>Beginning to use the suffixes -s, -es, -ing, -er and -est where the root word changes.</li> <li>Often choosing the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters.</li> <li>Showing distinction between small and tall letters and capital and lower case letters.</li> <li>Using appropriate spacing, beginning to reflect the size of the letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Using a capital letter for proper nouns.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Beginning to use apostrophes for contraction.</li> <li>Using question marks for question sentences.</li> <li>Using exclamation marks for exclamation sentences.</li> <li>Using the co-ordinating conjunctions 'and', 'but', 'or' and 'so' to link clauses.</li> <li>Using the simple past tense within a series of sentences.</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Choosing adjectives and verbs for effect.</li> <li>Beginning to vary sentence structures through some use of both single and multi-clause sentences.</li> <li>Establishing the setting and introducing the character.</li> <li>Sequencing events in order.</li> </ul>

# SUMMER 1

Stimulus		
CAP	<p><b>Context:</b> Postcard recount (in role as Noi)  <b>Audience:</b> Self  <b>Purpose:</b> To tell Grandma Bird about finding a whale</p>	<p><b>Context:</b> Information text about whales  <b>Audience:</b> Noi  <b>Purpose:</b> To give Noi information about whales</p>
Main Focus	<ul style="list-style-type: none"> <li>Beginning to use apostrophes for possession.</li> <li>Using the subordinating conjunctions 'because', 'when' and 'if' to extend clauses.</li> <li>Using question marks for question sentences.</li> <li>Beginning to use adverbs of manner to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use apostrophes for possession.</li> <li>Using apostrophes for contraction.</li> <li>Using the subordinating conjunctions 'because', 'when', 'if' and 'that' to extend clauses.</li> <li>Using question marks for question sentences.</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying phonics to write a longer series of sentences, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).</li> <li>Choose the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters with the appropriate sizing.</li> <li>Using appropriate spacing that reflects the size of letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Using a capital letter for proper nouns and the pronoun 'I'.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Using commas in a list.</li> <li>Using apostrophes for contraction.</li> <li>Using exclamation marks for exclamation sentences.</li> <li>Using the co-ordinating conjunctions 'and', 'but', 'or' and 'so' to link clauses.</li> <li>Using the simple past tense within a longer series of sentences.</li> <li>Using adjectives before and after the noun.</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Choosing adjectives and verbs for effect, including adjectives for senses and emotions.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and beginning to use time adverbs.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write a longer series of sentences, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).</li> <li>Choose the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters with the appropriate sizing.</li> <li>Using appropriate spacing that reflects the size of letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Using commas in a list.</li> <li>Using the co-ordinating conjunctions 'and', 'but', 'or' and 'so' to link clauses.</li> <li>Using the simple present tense within a longer series of sentences.</li> <li>Using adjectives before and after the noun.</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Choosing adjectives and verbs for effect, including adjectives to clarify or give additional information.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and beginning to use time adverbs.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Using the third person.</li> <li>Including labelled pictures.</li> </ul>

# SUMMER 2

Stimulus				
CAP	<p><b>Context:</b> Sensory poem about the sea  <b>Audience:</b> Reception  <b>Purpose:</b> To describe the sea's waves through poetry</p>	<p><b>Context:</b> A simple retell of a story  <b>Audience:</b> Parents  <b>Purpose:</b> To retell the key events of a story</p>	<p><b>Context:</b> Instructions for being a great explorer  <b>Audience:</b> New or potential explorers  <b>Purpose:</b> To tell new explorers how to do their job</p>	<p>Whole School Write          To link to whole school context</p>
Main Focus	<ul style="list-style-type: none"> <li>Experimenting with alliteration, rhyme and sound effects.</li> <li>Using simple similes.</li> <li>Experimenting with repetitive/patterned structures.</li> </ul>	<ul style="list-style-type: none"> <li>Using the co-ordinating conjunctions 'and', 'but', 'or' and 'so' to link clauses.</li> <li>Using the subordinating conjunctions 'because', 'when', 'if' and 'that' to extend clauses.</li> <li>Using apostrophes for contraction.</li> <li>Beginning to use adverbs of manner to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>Choosing imperative verbs for effect.</li> <li>Using apostrophes for contraction.</li> <li>Using commas in a list.</li> <li>Beginning to use adverbs of manner to show how to do something.</li> </ul>	
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying phonics to write a poem, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).</li> <li>Choose the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters with the appropriate sizing.</li> <li>Using appropriate spacing that reflects the size of letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Using commas in a list.</li> <li>Using the simple present tense within a series of sentences.</li> <li>Using adjectives before and after the noun.</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading lines of a poem to check they make sense.</li> <li>Choosing adjectives and verbs for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write a series of sentences, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).</li> <li>Choose the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters with the appropriate sizing.</li> <li>Using appropriate spacing that reflects the size of letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Using a question mark or exclamation mark when it is needed.</li> <li>Using commas in a list.</li> <li>Beginning to use apostrophes for possession.</li> <li>Using the simple past tense within a longer series of sentences.</li> <li>Using adjectives before and after the noun.</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Choosing adjectives and verbs for effect.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and beginning to use time adverbs.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write a series of sentences, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).</li> <li>Choose the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters with the appropriate sizing.</li> <li>Using appropriate spacing that reflects the size of letters.</li> <li>Positioning letters on the line with descenders going underneath.</li> <li>Starting sentences with a capital letter.</li> <li>Punctuating with a full stop.</li> <li>Using a question mark or exclamation mark when it is needed.</li> <li>Beginning to use apostrophes for possession.</li> <li>Using the co-ordinating conjunctions 'and', 'but', 'or' and 'so' to link clauses.</li> <li>Using the subordinating conjunctions 'because', 'when', 'if' and 'that' to extend clauses.</li> <li>Using adjectives before and after the noun.</li> <li>Re-reading words to check they contain all sounds.</li> <li>Re-reading sentences to check they make sense.</li> <li>Choosing adjectives for effect, including adjectives to clarify or give additional information.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and beginning to use time adverbs.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> </ul>	