Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Significant buildings	Significant buildings	The great rainforests	The great rainforests	The British Coastline	The British Coastline
	around the world	around the world				
			<u>Key Text</u>	<u>Key Text</u>	<u>Key Text</u>	<u>Key Text</u>
	<u>Key Text</u>	Key Text	The great chocoplot	An alien in a jam	The big book of blue	The lighthouse keeper's
	The boy who grew	George's Marvellous		factory	Jack and the beanstalk	lunch
	dragons	Medicine		Emotional Menagerie		
Knowledge	Write to entertain	Write to entertain	Write to entertain	Write to entertain	Write to entertain	Write to entertain
(Genres taught)	Description	Description using key text	Poetry	Short story	Description and story with a	Story using 'Something fishy'
	using the video stimulus, 'a mysterious delivery'	Short story using (Eyeitable	Story using the video 'Black	Write to inform	twist ending using the traditional tale 'Jack and the	from Literacy Shed+
	mysterious delivery	Short story using 'Excitable Edgar' Christmas Advert	Hat' from Literacy Shed+	Non-chronological report	beanstalk'	Write to inform
	Write to inform	Lugar Cilistillas Advert	That Hom Electacy Shear	linking to an aspect of	bearistaik	Mary Anning discovering
	Instructions using the video	Write to inform	Write to inform	geography or history	Write to inform	fossils
	stimulus, 'a mysterious	Recount report writing using	Information text based on	curriculum	Explanation on a life cycle	Information text on holidays
	delivery'	key text	an explorer's kit		linking to science curriculum	from the past
				Write to persuade		
	Write to persuade			Letter to MP or David		
	using the video stimulus, 'a			Attenborough about saving Rainforests		
	mysterious delivery'			Rainforests		
Skills	Write to entertain	Write to entertain	Write to entertain	Write to entertain	Write to entertain	Write to entertain
(spelling)	behind	find	beautiful	every	again	clothes
(spennig)	past	mind	pretty	only	after	class
	wild	kind	great	told	any	because
	climb	old	gold	Statutory spelling rule:	beautiful	
	kind find	clothes	pass	The /s/ sound spelt c before e, i and y	pretty	Statutory spelling rule:
	Statutory spelling rule:	eye	plant	The /r/ sound spelt wr at the	great	Homophones and near-
	spelling rules to come from	everybody	water	beginning of words	gold	homophones
	and be embedded through	Christmas			Statutory spelling rule:	· ·
	RWI or phonic scheme	money	Statutory spelling rule:	Write to inform	The /dʒ/ sound spelt as ge	Write to inform
		Statutory spelling rule:	Adding the endings – ing, –	most	and dge at the end of words,	prove
	Write to inform	The /n/ sound spelt kn and	ed, –er, –est and –y to words ending in –e with a	fast	and sometimes spelt as g	both
	many	(less often) gn at the beginning of words	consonant before it	cold	elsewhere in words before	everybody
	move	The /l/ or /əl/ sound spelt –	a is the most common	Statutory spelling rule:	e, i and y	bath
	sure	le at the end of words	spelling for the /p/ ('hot')	The /i:/ sound spelt –ey Homophones and near-		path
	Statutory spelling rule:		sound after w and qu.	homophones	Write to inform	poor
	The /n/ sound spelt kn and	Write to inform			beautiful	Statutory spelling rule:
	(less often) gn at the	break	Write to inform	Write to persuade	pretty even	The /l/ or /əl/ sound
	beginning of words	hour	hold	whole	Statutory spelling rule:	spelt –el at the end of
	The /l/ or /əl/ sound spelt –	people	climb	because	Contractions	words
	le at the end of words	61.1.1	floor	last		
	Mulha ha maures de	Statutory spelling rule:	sugar improve	who		
	Write to persuade	The last consonant letter of the root word is doubled to	inprove	Statutory spelling rule:		
	because	keep the $/æ/$, $/ε/$, $/I$ p $/$, $/$	Statutory spelling rule:	The suffixes –ment, –ness, – ful, -less		
	coulu	κετρ the /æ/, /ε/, /1 b /, / /	Timestor, j opening raid.	Tul, -1855		

	would should Statutory spelling rule: The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, // and /ʌ/ sound (i.e. to keep the vowel 'short	and /n/ sound (i.e. to keep the vowel 'short	Contractions Adding the endings – ing, – ed, –er, –est and –y to words ending in –e with a consonant before it	The /I/ or /əI/ sound spelt – al at the end of words		
Skills (composition,	Write to entertain	Write to entertain	Write to entertain	Write to entertain	Write to entertain	Write to entertain
vocabulary,	-joined handwriting	-joined handwriting	-joined handwriting	-joined handwriting	-joined handwriting	-joined handwriting
grammar and	-use co-ordination and some	Sentence formation-	-poetic features including	-Write simple, coherent	-story telling	story telling
_	subordination to join clauses -Use expanded noun	extending sentences Expanded noun phrases	rhyme, alliteration and layout	narratives about personal experiences and those of	-traditional tale features -editing and	-traditional tale features-editing and
punctuation)	phrases to describe and	-Time adverbials -Past tense	-story structure and	others (real or fictional) -	publishing/performing	publishing/performing
	specify.	verb	cohesive devices	organise and sequence by	-co-ordination and some	-co-ordination and some
	-write simple, coherent	use co-ordination and some	-contractions	signalling an introduction	subordination to join clauses	subordination to join clauses
	narratives	subordination to join clauses	-Use expanded noun	and ending	-write simple, coherent	-write simple, coherent
	-demarcate most sentences in their writing with capital	- Capital letters, Full stops, -question marks and	phrases to describe and specify.	-Make adventurous word choices appropriate to the	narratives about personal experiences and those of	narratives about personal experiences and those of
	letters and full stops,	exclamation marks	-demarcate most sentences	writing task (noun phrases)	others (real or fictional)	others (real or fictional)
	-question marks		in their writing with capital	-To present and past tense	-demarcate most sentences	-demarcate most sentences
		Write to inform	letters and full stops,	mostly correctly and	in their writing with capital	in their writing with capital
	Write to inform	-joined handwriting	-question marks	consistently	letters and full stops, -	letters and full stops, -
	-joined handwriting -use co-ordination and some	- Commas in listsTime	-editing and	-use co-ordination and some	question marks -contractions	question marks -contractions
	subordination to join clauses	conjunctions Write a range of	performing/publishing	to join clauses Contracted words	-contractions	-contractions
	-Write a range of	grammatically accurate		Contracted Words		
	grammatically accurate	sentence types including				
	sentence types including	questions, exclamations,			Write to inform	Write to inform
	questions, exclamations,	commands and statements	Write to inform	Write to inform	-joined handwriting	-joined handwriting
	commands and statements - demarcate most sentences	 demarcate most sentences in their writing with capital 	-joined handwriting -cohesive devices linking to	-joined handwriting -Vocabulary for effect	-explanation text layout features to aid cohesion	-joined handwriting-explanation text layout
	in their writing with capital	letters and full stops,	structure and layout	cohesive devices linking to	-spell many common	features to aid cohesion
	letters and full stops,	-question marks	including headings and	structure and layout	exception words	-spell many common
	-question marks	-layout features of	subheadings	including headings and	-technical and scientific	exception words
	-layout features of	instructions	- use co-ordination and	subheadings	vocabulary	-technical and scientific
	instructions -editing and publishing	-editing and publishing	some subordination to join clauses	- use co-ordination and some subordination to join	-use present and past tense mostly correctly and	vocabulary -use present and past tense
	Carting and publishing		- Write a range of	clauses	consistently	mostly correctly and
	Write to persuade		grammatically accurate	- Write a range of	-use co-ordination and	consistently
	-joined handwriting		sentence types including	grammatically accurate	some subordination to join	-use co-ordination and
	-express viewpoint in some		questions, exclamations,	sentence types including	clauses	some subordination to join
	forms of writing.		commands and statements	questions, exclamations,	-editing and publishing	clauses
	-persuasive vocabulary choices		 demarcate most sentences in their writing with capital 	commands and statements		-editing and publishing
			letters and full stops,			

-c-ordination and	-editing and publishing	- demarcate most sentences	
subordinate clauses		in their writing with capital	
-editing		letters and full stops,	
		-editing and publishing	
		Write to persuade	
		-joined handwriting	
		-persuasive language	
		-letter writing structure	
		features	
		-Write about real events,	
		recording these simply and	
		clearly	
		-Begin to express viewpoint	
		in some forms of writing.	
		-commas in a list	
		-To present and past tense	
		mostly correctly and	
		consistently	
		-editing and publishing	

Intent

Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.