

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

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

	<ul style="list-style-type: none"> -c-ordination and subordinate clauses -editing 		<ul style="list-style-type: none"> -editing and publishing 	<ul style="list-style-type: none"> - demarcate most sentences in their writing with capital letters and full stops, -editing and publishing <p>Write to persuade</p> <ul style="list-style-type: none"> -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 		
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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.