

Year 2 Writing Yearly Overview - Cycle A

| Term     | Text   | Genre/<br>Main Written Pieces  | NC Objectives   |
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| Autumn 1 | <p>The Clocktower -<br/>Literacy Shed</p><br><p>The Disgusting<br/>Sandwich<br/>Gareth Edwards</p> | <p><b>Fiction:</b><br/>Setting Description</p><br><p><b>Nonfiction:</b><br/>Instructions</p>   | <p><b><u>Writing - composition</u></b><br/>           To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.<br/>           To write narratives about personal experiences and those of others (real and fictional)<br/>           To plan or saying out loud what they are going to write about<br/>           To write down ideas and/or key words, including new vocabulary<br/>           To encapsulate what they want to say, sentence by sentence</p> <p><b><u>Editing Writing</u></b><br/>           To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form<br/>           To proof-reading to check for errors in spelling, grammar and punctuation</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b><br/>           To write sentences with different forms: statement, question, exclamation, command<br/>           To use sentence demarcation<br/>           Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> |
| Autumn 2 | <p>The Barnabus<br/>Project</p><br><p>The fan brothers</p>   | <p><b>Fiction</b><br/>Character descriptions<br/>Diary entry</p><br><p><b>Non-Fiction</b><br/>Wanted Posters<br/>Adverts</p><br><p><b>Poetry</b></p> | <p><b><u>Writing- Composition</u></b><br/>           To write narratives about personal experiences and those of others (real and fictional)<br/>           To write poetry<br/>           To write for different purposes<br/>           To plan or saying out loud what they are going to write about<br/>           To write down ideas and/or key words, including new vocabulary<br/>           To encapsulate what they want to say, sentence by sentence</p> <p><b><u>Editing Writing</u></b></p>  |

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|                        |   | <p>Firework Poems -<br/>onomatopoeia, similes,<br/>verbs &amp; adverbs</p>   | <p>To evaluate their writing with the teacher and other pupils<br/>         To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form<br/>         To proof-reading to check for errors in spelling, grammar and punctuation<br/> <u><b>Writing - vocabulary, grammar and punctuation</b></u><br/>         To write sentences with different forms: statement, question, exclamation, command<br/>         To use the present and past tenses correctly and consistently including the progressive form<br/>         To be able to use apostrophes for omission &amp; singular possession<br/>         To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)<br/>         To use some features of written Standard English<br/>         To use sentence demarcation<br/>         To use commas in lists<br/>         To learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> |
| <p><b>Spring 1</b></p> | <p>Traditional Tales<br/>Goldilocks and the<br/>Three Bears<br/><br/>Lauren Child</p> | <p><b>Fiction</b><br/>Retelling from another<br/>point of view with speech<br/><br/><b>Non-fiction</b><br/>Writing letters<br/>News report</p> | <p><u><b>Writing - composition</b></u><br/>         To write about real events<br/>         To write for different purposes<br/>         To plan or saying out loud what they are going to write about<br/>         To plan or saying out loud what they are going to write about<br/>         To write down ideas and/or key words, including new vocabulary<br/>         To encapsulate what they want to say, sentence by sentence<br/> <u><b>Editing Writing</b></u><br/>         To evaluate their writing with the teacher and other pupils<br/>         To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form<br/>         To be able to proof-read to check for errors in spelling, grammar and punctuation<br/> <u><b>Writing - vocabulary, grammar and punctuation</b></u></p>  |

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|                 |  |   | <p>sentences with different forms: statement, question, exclamation, command</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>To be able to use co-ordination (using or, and, or but)</p> <p>To use some features of written Standard English</p> <p>To have sentence demarcation</p> <p>To be able to use apostrophes for omission &amp; singular possession</p>  |
| <b>Spring 2</b> | <p>Inside the Villains<br/>Clotilde Perrin</p> <p>Gotcha<br/>Clotilde Perrin</p> | <p><b>Fiction</b><br/>Character profiles of villains</p> <p><b>Fiction</b><br/><b>Non Fiction</b><br/>Letter<br/>Non-Chronological report about traditional tale villains</p> | <p><b><u>Writing - composition</u></b></p> <p>To write about real events</p> <p>To write for different purposes</p> <p>To plan or saying out loud what they are going to write about</p> <p>To plan or saying out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p><b><u>Editing Writing</u></b></p> <p>To evaluate their writing with the teacher and other pupils</p> <p>To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>To be able to proof-read to check for errors in spelling, grammar and punctuation</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>To write sentences with different forms: statement, question, exclamation, command</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>To be able to use co-ordination (using or, and, or but)</p> <p>To use some features of written Standard English</p> <p>To have sentence demarcation</p> <p>To be able to use apostrophes for omission &amp; singular possession</p> |
| <b>Summer 1</b> | Baboon on the Moon   | <p><b>Fiction:</b><br/>Job advertisement<br/>Letter back home<br/>Prequel- How did Baboon arrive on the moon?</p>   | <p><b><u>Writing - composition</u></b></p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To write narratives about personal experiences and those of others (real and fictional)</p> <p>To write for different purposes</p>  |

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|                        |   | <p><b>Poetry:</b><br/>Acrostic poem</p>                                       | <p>To plan or saying out loud what they are going to write about<br/>         To plan or saying out loud what they are going to write about<br/>         To write down ideas and/or key words, including new vocabulary<br/>         To encapsulate what they want to say, sentence by sentence</p> <p><b><u>Editing Writing</u></b><br/>         To evaluate their writing with the teacher and other pupils<br/>         To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form<br/>         To be able to proof-read to check for errors in spelling, grammar and punctuation</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b><br/>         sentences with different forms: statement, question, exclamation, command<br/>         Use the present and past tenses correctly and consistently including the progressive form<br/>         To be able to use co-ordination (using or, and, or but)<br/>         To use some features of written Standard English<br/>         To have sentence demarcation<br/>         To be able to use apostrophes for omission &amp; singular possession</p>  |
| <p><b>Summer 2</b></p> | <p>The Dragon Machine<br/><br/>Helen Ward</p> | <p><b>Fiction</b><br/>Narrative</p> <p><b>Non Fiction</b><br/>Explanation</p> | <p><b><u>Writing - composition</u></b><br/>         To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.<br/>         To write narratives about personal experiences and those of others (real and fictional)<br/>         To write for different purposes<br/>         To plan or saying out loud what they are going to write about<br/>         To plan or saying out loud what they are going to write about<br/>         To write down ideas and/or key words, including new vocabulary<br/>         To encapsulate what they want to say, sentence by sentence</p> <p><b><u>Editing Writing</u></b><br/>         To evaluate their writing with the teacher and other pupils<br/>         To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form<br/>         To be able to proof-read to check for errors in spelling, grammar and punctuation</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b><br/>         sentences with different forms: statement, question, exclamation, command</p> |

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|  |  |  | the present and past tenses correctly and consistently including the progressive form<br>To be able to use co-ordination (using or, and, or but)<br>To use some features of written Standard English<br>To have sentence demarcation<br>To be able to use apostrophes for omission & singular possession |
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### Handwriting and presentation -

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 un-joined
- 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 - transcription - Taught using NoNonsense Spelling

**Spelling - see [English appendix 1](#)**

Pupils should be taught to:

- learn to spell common exception words
- distinguish between homophones and near-homophones
- learn the possessive apostrophe (singular)
- learn to spell more words with contracted forms
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidelines from Appendix 1