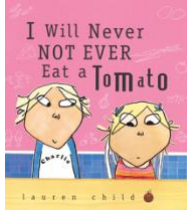
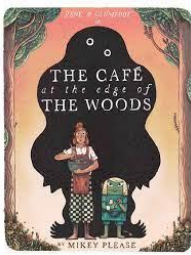


PENNINE WAY PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 2

• All new vocabulary will be displayed on Working Walls in the classroom environment. • WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.				• Learning is progressive and therefore texts and skills need to be taught in chronological order. • New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.		
Autumn 1						
Science -Plant Growth				Geography- Mini Mappers		
Text and Genre	Town Mouse, Country Mouse – Retell 	The Queen’s Handbag – Retell 	Katie in London – Retell 	The Tower Bridge Cat – Retell 	The Smartest Giant in Town - Retell 	Non-chronological Report Class Animal (Eagles, Kites, Falcons) 
Year 2 Genre Progression	No comma would be used after the fronted adverbial opener until Year 3.	No comma would be used after the fronted adverbial opener until Year 3.	No comma would be used after the fronted adverbial opener until Year 3.	No comma would be used after the fronted adverbial opener until Year 3.	No comma would be used after the fronted adverbial opener until Year 3.	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language
Handwriting –Lower case letters are the same height.						
Year 2 Grammar and Punctuation	Use a wider range of time words (time adverbial / time adverb) at the start of my sentences.	Use a wider range of openers at the start of my sentences.	Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence. Use a wider range of question openers and end with a question mark.	Use an expanded noun phrase (noun phrase) using one or more adjectives.	Use the conjunctions ‘because’, in fiction writing.	Use because in non-fiction writing.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

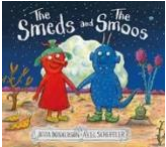
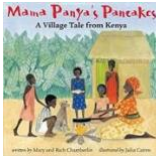
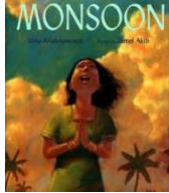
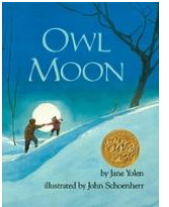
PENNINE WAY PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 2

Autumn 2

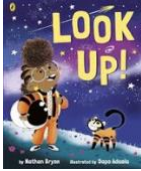
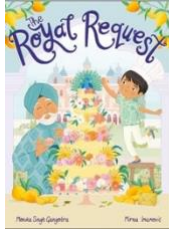
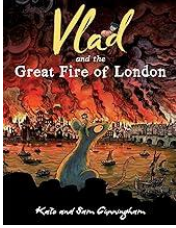
Science -Needs of Animals				History -Local History		
Text and Genre	Welcome Home Bear – Retell 	Retell (Stop after the flying scene) 	Snowman – instructions to build a snowman. 	I Will Not Ever Eat a Tomato - List Poem 	The Café at the Edge of the Woods– Diary Entry 	Recount – Neil Armstrong 
Year 2 Genre Progression	No comma would be used after the fronted adverbial opener until Year 3.	No comma would be used after the fronted adverbial opener until Year 3.	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing	List poem A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions)	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I Details to interest the reader
Handwriting - Leave equal spaces between words.						
Year 2 Grammar and Punctuation	Use the past tense correctly. (Consolidate 'ed' suffix).	Use commas in a list (to list nouns in a sentence).	Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop. Use the present and past tense correctly.	Use an expanded noun phrase (noun phrase) using one or more adjectives.	I can use an apostrophe to show contraction in my written work.	Use the conjunction 'that' in non-fiction writing.
Year 2 Spelling	*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					

PENNINE WAY PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 2

Spring 1

Science- Use of Every day Materials				Geography – Hot & Cold Deserts		
Text and Genre	The Smeds and the Smoos – Retell 	Too Much Stuff – Retell 	And Tango Makes Three – Retell 	Mama Panya's Pancakes – Diary Entry 	Monsoon – Diary Entry 	Owl Moon Setting Description 
Year 2 Genre Progression	No comma would be used after the fronted adverbial opener until Year 3.	No comma would be used after the fronted adverbial opener until Year 3.	No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions).	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions).	Describe using the senses – what the character can see, hear, smell, touch and how they feel Identify where – using prepositions Similes Expanded Noun Phrase Range of openers (Far away, In the distance) Past / present tense If the setting writing is part of a story, rhetorical questions relating to the characters may be asked.
Handwriting- Start using some of the horizontal strokes to join letters.						
Year 2 Grammar and Punctuation	Use the conjunction 'but'.	Recognise and write an exclamative sentence using What or How.	Use when as an opener /at the start of a sentence.	Consolidate / AFL Using the all new skills in diary entry.	Use if as opener/at the start of a sentence.	Use commas in a list (to list adjectives in a sentence).
Year 2 Spel	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					

PENNINE WAY PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 2

Spring 2						
Science – Living things & Habitats				History- The Great Fire of London		
Text and Genre	Non-chronological Report – Features of Hot and Cold Deserts (link to previous Geog) 	Look Up – Retell 	Riddles – about an object (linked to science). 	The Royal Request - Retell 	Vlad and the Great Fire of London– Diary Entry 	Recount of the Great Fire of London 
Year 2 Genre Progression	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language	No comma would be used after the fronted adverbial opener until Year 3.	Riddle What am I? Openers New clue, new line Present tense , but Conjunctions – and, that, When, If, or, because Tease the reader Commas in a list Adjectives	No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions).	Chronological events 5w's to introduce Use proper nouns Details to interest the reader Exclamative sentence to close
Handwriting- Start using some of the horizontal strokes to join letters.						
Year 2 Grammar and Punctuation	Use a question in non-fiction writing. (Introduction). Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.	Use the conjunction 'or' in fiction writing	Consolidate all skills in a riddle Use the conjunction 'or'.	Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers.		Consolidate all skills in a recount. Use an apostrophe to show singular possession. (Non fiction).

Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023				

Summer 1	
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Geography – Rivers, Seas, Oceans

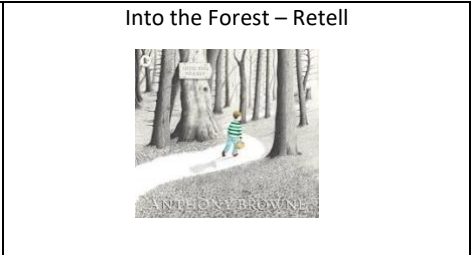
Science- Solids & Liquids

Text and Genre	Retell – Grandad's Island 
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Into the Forest – Retell

The image shows the front cover of the book 'Into the Forest' by Wendy Brown. The cover art depicts a young boy with a backpack, wearing a striped shirt and blue pants, walking along a light-colored, winding path that leads into a dense forest. The trees are tall and thin, with some having thick, textured trunks. A small signpost on the path reads 'WELCOME TO THE WOODS'. The author's name, 'WENDY BROWN', is printed at the bottom of the cover. The overall tone is quiet and contemplative.



The Enormous Crocodile –



retell one trick



The Enormous Crocodile –



retell one trick

The Enormous Crocodile –



own trick



The Enormous Crocodile –

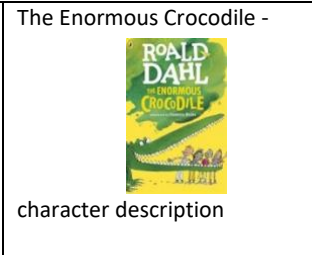


own trick

The Enormous Crocodile -



character description



The Enormous Crocodile -



character description

Informal letter / Postcard
from (location picked to link
with Geog unit).

Year 2 Genre Progression	No comma would be used after the fronted adverbial opener until Year 3.
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No comma would be used after the fronted adverbial opener until Year 3.

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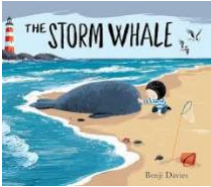
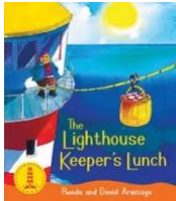
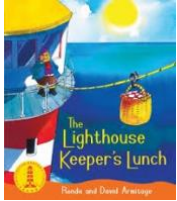
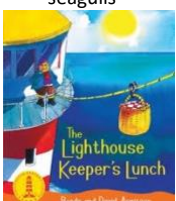
No comma would be used after the fronted adverbial opener until Year 3.

Present tense
Separate character description
Describe how the character looks using adjectives and simple similes
Use because / when to describe their personality and actions
Use an ! in an exciting sentence
Include how other characters feel about the character I am describing
Say what I like / dislike about the character. Identify where – using prepositions
Select effective vocabulary and up level. Begin to experiment with word order in sentence structure, -ly adverbs to describe how an action was performed.

- Address and date (Given)
- Greeting (From a choice)
- Past tense
- Introduction (why you are writing)
- More details
- Final sentence written in the present tense (what the sender wants the recipient to do next)
- Signing off (given)
- Personal thoughts and feelings
- Informal (use contractions)

Handwriting- Start to join handwriting.

PENNINE WAY PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 2

Year 2 Grammar and Punctuation	Use an apostrophe to show singular possession.	Use the -ful suffix	To use effective word choices and create a list of adjectives to describe a noun.	Introduce -ness, -less, -ment suffixes.	Use a comma to separate adjectives when describing a noun.	Write in the progressive past tense.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Summer 2						
Science – Consolidation				History- Local Explorers		
Text and Genre	The Storm Whale – Retell 	The Lighthouse Keeper’s Lunch – Retell a Section 	The Lighthouse Keeper’s Lunch – Diary 	The Lighthouse Keeper’s Lunch - Instructions to deter the seagulls 	Recount – A Day in the Life of a PWPS Pupil??	Explanation Test – To link to Science Consolidation
Year 2 Genre Progression	No comma would be used after the fronted adverbial opener until Year 3.	No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions)	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I was excited when....) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to close	Title Brief introduction Scientific language Subheadings provided by the teacher Paragraphs Facts and appropriate order

PENNINE WAY PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 2

Handwriting- Start to join handwriting.C						
Year 2 Grammar and	Consolidation of skills / AFL	Consolidation of skills / AFL	Consolidation of skills / AFL	Consolidation of skills / AFL	Consolidation of skills / AFL	Consolidation of skills
Spelling						
Year 2 Spelling	<i>“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i>					

SPAG - Write in the progressive present tense.

Explanation	Biography	Non-chron.	Newspaper	Instructions	Recount
Title Brief introduction Scientific language Subheadings provided by the teacher Paragraphs Facts and appropriate order	N/A	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language	N/A	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I was excited when....) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to close
Formal Letter					
Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) Final sentence Signing off (given) Thank you, letter, following a school trip / visitor					