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**KEY TECHNICAL SKILLS FOR YEAR 2**

Expanded noun phrases

Subordination and coordination

Past and present tense (-ed and irregular verbs)

**Unity Community Primary School**

**Curriculum Progression in Writing - Year 2**

**2024-2025**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | 7 weeks  | 8 weeks  | 6 weeks  | 5 weeks  | 6 weeks  | 7 weeks  |
| Year 2 | **Text type:**Fiction**Model text:**Not Now Bernard**Toolkit:**Story structure**Hot task:**-Character description using adjectives**Text type:**Non-Fiction**Model text:**How to Trap a Dragon.**Toolkit:**Instructions/Chronological.**Hot task:**-Rewrite their own instructions.**Text type:**Poetry**Model text:**Happy Poem**Toolkit:**Simile and Repetition, First Person **Hot task:**-Rewrite their own poem. | **Text type:**Meeting Tale/Fiction**Model text:**Lost and Found**Toolkit:**Openings**Hot task:**Meeting Tale**Text type:**Poetry**Model text:**Wings**Toolkit:**Repetition**Hot task:**Repetitive poem | **Text type:**Explanation text/Non-Fiction**Model text:**Dr Xargle’s Book of Earthlet’s**Toolkit:**Information text**Hot task:**Explanation text**Text type:**Fiction**Model text:**Magic Paintbrush**Toolkit:**Characterisation**Hot task:**Create a character with interesting characteristics | **Text type:**Recount/Non-Fiction**Model text:**Martin Mere (subject to trip)**Toolkit:**Recount**Hot task:**Re-write experience**Text type:**Fiction**Model text:**The King with Horses Ears**Toolkit:**Opening**Hot task:**Character flaw writing | **Text type:**Finding Tale/Fiction**Model text:**The Papaya that Spoke**Toolkit:**Description**Hot task:**Finding tale writing**Text type:**Non- Fiction**Model text:**Rainbow Dragon**Toolkit:**Information**Hot task:**Information text | **Text type:**Non- Fiction**Model text:**Recount of International Day**Toolkit:**Recount**Hot task:**Write own recount**Text type:**Fiction/poetry**Model text:**Mini-Beasts**Toolkit:****Hot task:** |

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| **National Curriculum – Writing**  |
| Spelling  | Handwriting  |
| * Pupils should be taught to spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
* learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
* learning to spell common exception words
* learning to spell more words with contracted forms
* learning the possessive apostrophe (singular) [for example, the girl’s book]
* add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
* apply spelling rules and guidance, as listed in English Appendix 1
* write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
 | * 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 unjoined
* 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.
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| Composition | Vocabulary, Grammar and Punctuation  |
| Pupils should be taught to develop positive attitudes towards and stamina for writing by:* writing narratives about personal experiences and those of others (real and fictional)
* writing about real events, poetry and for different purposes
* consider what they are going to write before beginning by planning or saying out loud what they are going to write about
* writing down ideas and/or key words, including new vocabulary
* make simple additions, revisions and corrections to their own writing by
* evaluating their writing with the teacher and other pupils
* re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
* proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
* read aloud what they have written with appropriate intonation to make the meaning clear.
 | * 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)
* Learn how to use sentences with different forms: statement, question, exclamation, command
* Expanded noun phrases to describe and specify
* Present and past tenses correctly and consistently including the progressive form
* Subordination (when, because) and co-ordination (or, and, but)
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| Terminology* letter, capital letter
* word, singular, plural, suffix
* synonym, opposite
* sentence, statement, question, exclamation, command
* coordination, subordination
* word classes : noun, noun phrase, adjective, verb, conjunction
* tenses: past, present
* punctuation, full stop, question mark, exclamation mark
* apostrophe, comma
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