

English Writing Curriculum Map for Year 2

Updated 27.4.22

	Autumn Term	Spring Term	Summer Term
Focus Teaching Texts	<ul style="list-style-type: none"> -Collection of Katie Morag Stories -Poetry; C Rossetti; J Agard Non-fiction texts: <ul style="list-style-type: none"> -Mighty Machines -This is my Digger -Tractors + Farm Vehicles 	Traditional Tales: Tidalik; Coyote; Ananse; Hindu Stories; Baba Yagar; Aesop’s Fables <ul style="list-style-type: none"> -George and the Dragon – C Wormell -The Hobbit (extracts) – J R R Tolkien Recipes	<ul style="list-style-type: none"> -Traction Man (collection) –M Grey -J Donaldson, collection -A Browne, collection -Lost and Found – O Jeffers -Lay Back Huma -Flat Stanley- J Brown -classic poetry anthologies
Literary Form (genres)	Narratives; Letters and cards; Labels and lists; Diary entries; poetry; explanation texts; Instructions	Narratives; Non-fiction features; Fables; Instructions; Riddles	Familiar settings; Labels and lists; Explanation texts; Poetry; recounting; Prose (simple); Persuasive writing
Link to Main NC Area of Learning (Theme)	<ul style="list-style-type: none"> -Islands (Geog) -Explorers (History) -Black History Month (History/RSHE) 	<ul style="list-style-type: none"> -Countries Around the World [India] (Geog) -Food (DT) 	<ul style="list-style-type: none"> -Seaside Holidays (Geog) -Victorians to Modern Day (History)
<u>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</u>			
Composition: Sentence building	<ul style="list-style-type: none"> - Sometimes write questions -start to write sentences in different forms e.g. statement, command, exclamation - Usually maintain tense e.g. simple past or present tense -use commas in lists 	<ul style="list-style-type: none"> - demarcate most sentences with capital letters and end punctuation, including some question marks and exclamation marks for effect - Include lists within sentences 	<ul style="list-style-type: none"> -use apostrophes for singular possession and contractions -Mainly write coordinating sentences, but with some subordination e.g. using <i>because</i>, <i>when</i> and <i>if</i>
Composition: Text building	<ul style="list-style-type: none"> - Sequence sentences and ideas to form a simple, coherent narrative (oral and written) which makes sense - Sequence ideas correctly to record a real experience or event - Use a scaffold to write poems in different ways, using other poems as models - Start to sequence instructions in the right order, using some conjunctions for clarity 	<ul style="list-style-type: none"> - In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale - Usually sequence instructions in the right order, using some conjunctions for clarity - With guidance, write information about a given topic, organising into sections; -Write a title and sometimes add subheadings for different sections 	<ul style="list-style-type: none"> - Using other poems as models, start to write poems in different ways. - Write to the purpose of the task, choosing content appropriately - Start to write information about a given topic, organising into sections;

<p>Composition: Authorial effect</p>	<ul style="list-style-type: none"> -start to write for different purposes e.g. real events, personal experiences, stories, poems -write an account of connected events, real or imagined -with guidance, use some vocabulary to enhance their writing for the reader, including in non-rhyming poems -with guidance, read aloud what they have written, with appropriate intonation to make the meaning clear -with guidance, talk about who the audience will be 	<ul style="list-style-type: none"> -start to use expanded noun phrases to add details for the reader - start to choose to use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks - sometimes use subheadings to organise information -start to opt to read aloud what they have written, with appropriate intonation to make the meaning clear - start to choose vocabulary appropriate to the purpose of the task - talk about who the audience will be 	<ul style="list-style-type: none"> -start to use some vocabulary to enhance their writing for the reader, including in non-rhyming poems -regularly read aloud what they have written, with appropriate intonation to make the meaning clear -regularly choose vocabulary appropriate to the purpose of the task - talk about who the audience will be
<p>Composition: Grammar/ terminology <i>(awaiting termly assignation after consultation with CTs after year's pilot is complete)</i></p>	<p><u>Co-ordination and subordination</u></p> <p>-understand and show that we can join two sentences together using the words <i>and, or, but</i>; when this happens, we have constructed one sentence with two clauses (a compound sentence); understand the meaning of these conjunctions: <i>and</i> = addition, <i>but</i> = contrast, <i>or</i> = alternative; understand that when a subject is repeated, it can either be replaced with a pronoun or omitted; extend sentences using subordinating conjunctions such as <i>when, if, that, because</i> and be able to talk about how they affect the meaning of the sentence; understand that <i>when, if, because</i> (and others) can start sentences.</p> <p><u>Sentence types</u></p> <p>-understand and show that there are different ways of forming a sentence (questions, statements, exclamations, commands) and be able to talk about what makes them different; understand that questions can be constructed in different ways; be able to tell the difference between questions and exclamations beginning with <i>what</i> and <i>how</i>; understand how to punctuate different sentence types.</p> <p><u>Nouns and noun phrases</u></p> <p>-understand that a group of words can work together to fill the noun slot in a sentence and that this is called a <i>noun phrase</i>; understand that a noun phrase can be replaced with a pronoun; understand how to construct a noun phrase using determiners, adjectives and nouns; understand how commas are used in lists of adjectives and noun phrases; understand how adjectives can be used in different places in a sentence: before the noun and after the verb; understand and show how adding suffixes to a word can change the meaning and/or the word class and how nouns can be formed by compounding; understand the difference between adding an <i>s</i> for a plural and adding an apostrophe <i>s</i> for singular possession.</p> <p><u>Adverbials</u></p> <p>-understand that the suffix <i>-ly</i> makes a word that describes how or when something happens (linked to the verb) in a sentence; understand that an adverb can add detail to a sentence.</p> <p><u>Verbs</u></p> <p>-understand that any verb can be written in a different tense; be able to identify if a verb is written in the past or present tense; understand that the verb in a sentence is frequently more than one word (a verb phrase); understand that there are different ways of expressing the past and present tenses (e.g. past simple and past progressive: <i>he ran, he was running</i>; present simple and present progressive: <i>he runs, he is running</i>); know how to use the verb <i>to be</i> to create progressive forms; maintain choice of tense throughout writing for cohesion.</p> <p><u>Terminology:</u> Noun; noun phrase; statement; question; exclamation; command; compound; adjective; verb; suffix; adverb; tense (past, present); apostrophe; comma</p>		
<p>Transcription: Phonics into spelling</p>	<p><u>NNS Specific</u> <u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck - the ŋ sound spelt n before k 	<p><u>NNS Specific</u> <u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - revisit use of <i>-tch</i> - the /v/ sound at the end of words 	<p><u>NNS Specific</u> <u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - the /v/ sound at the end of words [<i>love; have etc</i>]

<p>- the endings <i>-ing</i>, <i>-ed</i> and <i>-er</i> to verbs where no change is needed in the root word</p> <p>-revisit and add <i>-er</i> and <i>-est</i> to adjectives where no change is needed in the root word</p> <p>- vowel digraphs and trigraphs: <i>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)</i></p> <p>-new consonant spellings <i>wh</i></p> <p>- <i>k</i> for the /k/ sound more appropriately</p> <p>- /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e, i</i> and <i>y</i> [<i>jar, jog, join, age, huge, badge, edge, bridge</i>]</p> <p>- the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i></p> <p>- the /n/ sound spelt <i>kn-</i> and (less often) <i>gn-</i> at the beginning of words</p> <p>- homophones and near-homophones:- see <i>sea, bee, be, blue, blew, to, too, two, hear, here, one, won, sun, son</i></p> <p>- the days of the week</p>	<p>- adding <i>-s</i> and <i>-es</i> to words (plural of nouns and the third-person singular of verbs)</p> <p>- words ending in <i>-y (/i:/ or /ɪ/)</i> revisit <i>happy, very, funny, party, family, silly, sunny, merry</i></p> <p>- new consonant spellings <i>ph</i></p> <p>- the days of the week</p> <p>- the /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e, i</i> and <i>y</i> [<i>gem, giant, magic, energy, charge, village</i>]</p> <p>- the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i> [<i>Nancy, fancy</i>]</p> <p><i>i-</i> the /r/ sound spelt <i>wr</i> at the beginning of words</p> <p>- the /l/ or /əl/ sound spelt <i>-le</i> at the end of words</p> <p>- the /aɪ/ sound spelt <i>-y</i> at the end of words [<i>cry, fry, try etc</i>]</p> <p>- adding <i>-es</i> to nouns and verbs ending in <i>-y</i> [<i>copies; tries etc</i>]</p> <p>- adding <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it [<i>copy, copied etc</i>]</p> <p>- adding the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it [<i>nice, nicer, nicest</i>]</p> <p>- adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter [<i>patting, patted, etc</i>]</p> <p>- the /i:/ sound spelt <i>-ey</i> [<i>valley, donkey etc</i>]</p> <p>- the /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i> [<i>want; squash etc</i>]</p> <p>- the /ɔ:/ sound spelt <i>ar</i> after <i>w</i> [<i>warm etc</i>]</p> <p>- the /ʒ/ sound spelt 's' [<i>treasure etc</i>]</p> <p>- the suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i></p>	<p>- adding <i>-s</i> and <i>-es</i> to words (plural of nouns and the third-person singular of verbs) [<i>gives; catches etc</i>]</p> <p>- compound words [<i>hairbrush, fairground, football, waterfall</i>]</p> <p>- the /l/ or /əl/ sound spelt <i>-el</i> at the end of words</p> <p>- the /l/ or /əl/ sound spelt <i>-al</i> at the end of words</p> <p>- words ending in <i>-il</i></p> <p>- adding <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it + exceptions [<i>copying, crying, replying</i>]</p> <p>- adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>- the /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i></p> <p>- the /ʌ/ sound spelt <i>o</i></p> <p>- the /ɜ:/ sound spelt <i>or</i> after <i>w</i></p> <p>- the suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i></p> <p>- words ending in <i>-tion</i> [<i>fictional, national</i>]</p>
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		<ul style="list-style-type: none"> -words ending in -tion - homophones and near-homophones:- quite, quiet; new, knew; there, their, they're 	
<p>Transcription: Handwriting</p>	<ul style="list-style-type: none"> -Form and orientate lower-case letters the correct size relative to one another - Usually use spaces between words that reflect the size of the letters -with support, start to use diagonal and horizontal lines to join some lower-case letters [when demonstrating secure letter formation and secure letter orientation] -with support, start to write capital letters and digits of the correct size, orientation and relationship to other letters 	<ul style="list-style-type: none"> - Respond to dictation from an adult, handwriting words in sentences -more regularly start to use diagonal and horizontal lines to join some lower-case letters [once demonstrated secure letter formation and secure letter orientation] - start to independently write capital letters and digits of the correct size, orientation and relationship to other letters 	<ul style="list-style-type: none"> -Mainly form and orientate lower-case letters the correct size relative to one another - mainly use diagonal and horizontal lines to join some lower-case letters -usually write, capital letters and digits of the correct size, orientation and relationship to other letters
<p>NC for English: Vocabulary, Grammar, Punctuation (and Spelling)</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones; learning the possessive apostrophe (singular); learning the possessive apostrophe (singular); learning the possessive apostrophe (singular); learning to spell more words with contracted forms; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly; form lower-case letters of the correct size relative to one another; write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters; writing for different purposes; read aloud what they have written with appropriate intonation to make the meaning clear; expanded noun phrases to describe and specify; sentences with different forms: statement, question, exclamation, command; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but); Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes</p>		