

## English Writing Curriculum Map for Year 2

Opportunities for explicit teaching of Spoken Language are highlighted: these are integral within quality-first teaching of the writing curriculum

updated 16.5.'23

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

<p>Composition: Authorial effect</p>	<p>-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</p>	<p>-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</p>	<p>-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>
<p>Composition: Grammar/ terminology (awaiting termly assignment after consultation with CTs after year's pilot is complete)</p>	<p><b>Co-ordination and subordination</b> -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><b>Sentence types</b> -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><b>Nouns and noun phrases</b> -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><b>Adverbials</b> -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><b>Verbs</b> -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><b>Terminology:</b> 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>Monster Phonics Specific</u> after practice, start to appropriately use in independent writing:</p> <p>Ongoing revisit of Ph5 GPCs as required by pupils – especially:</p>	<p><u>Monster Phonics Specific</u> after practice, start to appropriately use in independent writing:</p> <p>-consonant suffixes –ment, -ness, -ful, -less, and –ly -contractions -possessive apostrophes</p>	<p><u>NNS Specific</u> after practice, start to appropriately use in independent writing:</p> <p><b>Homophones</b> Revision of all homophones taught so far</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 (/ε/), 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 (/εə/), are (/εə/); wh (/w/)</i> + the sounds /ff/, /ll/, /s/, /z/ and /k/ spelt <i>ff, ll, ss, zz</i> and <i>ck</i></p> <p><b>*</b> --dge and g graphemes- adding suffixes <i>s, ing</i> and <i>ed</i></p> <p>- soft <i>c</i> and <i>kn</i> (silent <i>K</i>) graphemes  -<i>gn</i> (silent <i>g</i>) and <i>wr</i> (silent <i>w</i>) graphemes--<i>le, -il, -el</i> graphemes  --<i>al</i> grapheme  - adding suffix rules 1) 'drop <i>e</i>' rule and 2) 'double consonant' rule-'change <i>y</i> to <i>i</i> rule' for adding vowels-the <i>y</i> (long <i>i</i> grapheme) and <i>al</i> (or) grapheme- adding suffixes <i>-ed</i> and <i>-ing</i>  -<i>ey</i> grapheme and <i>o(u)</i> grapheme  -adding <i>-s</i> for plurals  -<i>w-a(o)</i> and <i>w-or(er)</i> graphemes-<i>w-ar</i> and <i>s (zsh)</i> grapheme  -<i>ti (sh)</i> and <i>i</i> grapheme</p> <p>- the days of the week</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><u>NNS Specific</u>  <u>after practice, start to appropriately use in independent writing:</u></p> <p>-- homophones and near-homophones:- see sea, bee, be, blue, blew, to, too, two, hear, here, one, won, sun, son</p> <p>/a / sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.</p> <p><b>Strategies at the point of writing</b>  Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> <li>• Segmentation</li> <li>• Using a GPC chart</li> </ul>	<p>-Review and start to incorporate more into general writing practice Autumn term's spellings (from * - see previous column)</p> <p><u>NOTE:</u>  <u>After Y2 Monster Phonic assessment 2 is completed by Week 2 of Spring Term 1 – the next 1/2 weeks are to address outstanding whole class misunderstandings in phonics (using Monster Phonics revision and review materials) until secure and then the majority of the class moves onto following the NNS (Raintree) Y2 Spelling Programme coverage – see below [lowest 20% of pupils in phonics to continue with Monster Phonics revision and review coverage from Y2 T2 Wk3]</u></p> <p><u>NNS Specific</u>  <u>after practice, start to appropriately use in independent writing:</u></p> <p>- homophones and near-homophones:- quite, quiet; new, knew; knot/not; there, their, they're <i>and others as relevant</i></p> <p>The sound spelt 'y' at the end of words ie. Cry; fry</p> <p>The sound spelt '-ey' ie. monkey</p> <p>The /r/ sound spelt '-wr' at the beginning of words</p> <p>The sound spelt 'a' after 'w' and 'qu' ie wander; squash</p> <p>The sound spelt 's' ie. Treasure; usual</p> <p><b>Common exception words:</b></p> <p>Examples including: most, only, both, could, would, should, move, prove, improve and others as needed by pupils</p> <p><b>Suffixes</b></p> <p>Adding endings '-ing-, '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it  Adding '-ing-, '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter  Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly'  Words ending in '-tion'</p>	<p><b>Apostrophe</b>  The possessive apostrophe (singular nouns)</p> <p>The sound spelt '-el' at the end of words</p> <p>The sounds spelt '-al' at the end of words</p> <p>The sounds spelt '-il' at the end of words (unusual spelling)</p> <p>The sound spelt 'a' before 'l' and 'll' ie. all; talk</p> <p>The sound spelt 'ar' after 'w'</p> <p>The sound spelt 'o' - ie other</p> <p>The sound spelt 'or' after 'w'</p> <p><b>Common exception words</b>  All Year 2 words not taught so far</p> <p><b>Suffixes</b>  Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</p> <p>The suffixes '-ment', '-ness',</p> <p><b>Strategies at the point of writing</b>  Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> <li>• Introduce individual Have a Go sheets if not established already</li> <li>• Teach using analogy to spell a word you don't know</li> </ul> <p><b>Proofreading</b>  After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> <li>• Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.</li> <li>• Check writing for mistakes in common exception or tricky words.</li> <li>• Ensure that guidance on marking is used to support pupils' proofreading.</li> </ul> <p><b>Learning and practising spellings</b></p> <ul style="list-style-type: none"> <li>• Secure learning routines with resources, for example spelling journals or environmental print.</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>• Writing in the air</li> <li>• Tracing over the word</li> </ul>
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	<ul style="list-style-type: none"> <li>• Using spelling journals, word banks, the environment, a working wall.</li> <li>• Word sort</li> <li>• Which one looks right?</li> </ul> <p><b>Proofreading</b> After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>• Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> </ul> <p>Check writing for mistakes in common exception/tricky words.</p> <ul style="list-style-type: none"> <li>• Ensure that guidance on marking is used to support children’s proofreading.</li> </ul> <p><b>Learning and practising spellings</b> Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> <li>• Identify the tricky part of the word</li> <li>• Segmentation strategy</li> <li>• Look, Say, Cover, Write, Check</li> <li>• Rainbow write</li> <li>• Saying the word in a funny way</li> </ul>	<p>- the days of the week</p> <p><b>Strategies at the point of writing</b></p> <ul style="list-style-type: none"> <li>•Have a go</li> <li>•Using the working wall to find correct spellings of high frequency and common exception words</li> <li>•Using an alphabetically-ordered word bank</li> </ul> <p><b>Proofreading:</b></p> <p>After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>•Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>•Check writing for mistakes in common exception / tricky words.</li> <li>•Use dictionary skills</li> </ul> <p>Ensure that guidance on marking is used to support pupils’ proofreading.</p> <p><b>Learning and Practising spellings</b></p> <ul style="list-style-type: none"> <li>•If not already introduced, introduce the use of spelling journals.</li> <li>•Focus on learning of knowledge and patterns taught this term</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>•Segmentation</li> <li>•Look, Say, Cover, Write, Check</li> <li>•Usingmnemonics</li> <li>•Saying the word in a funny way</li> </ul>	<ul style="list-style-type: none"> <li>•Rainbow writing</li> <li>•Look, say, cover, write, check</li> </ul>
<p>Transcription: Handwriting</p>	<p>-Form and orientate lower-case letters the correct size relative to one another</p> <p>- Usually use spaces between words that reflect the size of the letters</p> <p>-with support, start to use diagonal and horizontal lines to join some lower-case letters [when demonstrating secure letter formation and secure letter orientation]</p> <p>-with support, start to write capital letters and digits of the correct size, orientation and relationship to other letters</p>	<p>- Respond to dictation from an adult, handwriting words in sentences</p> <p>-more regularly start to use diagonal and horizontal lines to join some lower-case letters [once demonstrated secure letter formation and secure letter orientation]</p> <p>- start to independently write capital letters and digits of the correct size, orientation and relationship to other letters</p>	<p>-Mainly form and orientate lower-case letters the correct size relative to one another</p> <p>- mainly use diagonal and horizontal lines to join some lower-case letters</p> <p>-usually write, capital letters and digits of the correct size, orientation and relationship to other letters</p>
<p>NC for English: Vocabulary, Grammar,</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</p>		

**Punctuation  
(and Spelling)**

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