

Year 2 English Writing Overview

Autumn	Autumn	Autumn	Spring	Spring	Spring	Summer	Summer	Summer
<p>The Minpins</p> 	<p>Wolves</p> 	<p>Jim and the Beanstalk</p> 	<p>The Journey Home</p> 	<p>Dear Earth</p> 	<p>Tadpole's Promise</p> 	<p>If All the World Were...</p> 	<p>The Dragon Machine</p> 	<p>The Great Fire of London</p> 

Writing Outcomes

<p>Instant writes: Danger posters, setting descriptions, character descriptions, information reports, postcards</p> <p>Extended write: Adventure narrative</p>	<p>Instant writes: Captions, information writing, letters, warning poster, labels</p> <p>Extended write: non chronological report</p>	<p>Instant writes: Narrative re-telling (including dialogue), thought bubbles, informal letters</p> <p>Extended write: sequel story</p>	<p>Instant writes: Posters, lists, postcards, wanted posters, information report, short stories</p> <p>Extended write: persuasive letter</p>	<p>Instant writes: Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters</p> <p>Extended write: Informative letter</p>	<p>Instant writes: Simple explanations, speech bubbles, setting descriptions, thought bubbles</p> <p>Extended write: narrative/ extended explanation</p>	<p>Instant writes: writing in role diaries, letter of advice, short explanation</p> <p>Extended write: poems to read aloud</p>	<p>Instant writes: Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role</p> <p>Extended write: dragon story</p>	<p>Instant writes: Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates</p> <p>Extended write: Information booklet</p>
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Cross Curricular Links

	Science: living things and their habitats	Science: plants	Science: living things and their habitats	Geography: physical features	Science: animals and their offspring	PSHE: Health and wellbeing, relationships and families. Art: to develop a wide range of art and design techniques in using colour, pattern, texture. line, shape, form and space	Geography: map skills	History: Great fire of London
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Oracy

Discussion on danger	Character in role	Story retelling	Discussing endangered animals	Persuasive speech in environmental issues	Story re-enactments	Reading poetry for an audience	Dragon hunt drama	Drama to explore Londoners experiences
Retelling events								

RWI Spelling

- 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: Year 2 word list
- Learning to spell more words with contracted forms e.g. can't, don't, they're
- Learning the possessive apostrophe (singular).
- Distinguishing between homophones and near-homophones e.g. here/ there/ their/ they're / knight, two/to/too
- Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly .

- Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.
- Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.
- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.
- The /s/ sound spelt c before e, i and y.
- The /n/ sound spelt kn and (less often) gn at the beginning of words.
- The /r/ sound spelt wr at the beginning of words.
- The /l/ or /əl/ sound spelt –le at the end of words.
- The /l/ or /əl/ sound spelt –el at the end of words.
- The /l/ or /əl/ sound spelt –al at the end of words.
- Words ending –il.
- The /aɪ/ sound spelt –y at the end of words.
- Adding –es to nouns and verbs ending in –y.
- Adding –ed, –ing, –er and –est to a root word ending in –y 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.
- The /ɔ:/ sound spelt a before l and ll.
- The /ʌ/ sound spelt o.
- The /i:/ sound spelt –ey.
- The /ɒ/ sound spelt a after w and qu.
- The /ɜ:/ sound spelt or after w.
- The /ɔ:/ sound spelt ar after w.
- The /z/ sound spelt s.

Grammar

Word	Noun Phrases	Adverbial Phrases	Tense	Sentence
The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon]	Use adverbs and simple adverbials to express time, place and manner	Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and co-ordination

Conjunctions	Punctuation	Speech	Text	Terminology
<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p>	<p>noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma</p>