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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:**  Adjectives – Expanded noun phrase.  Different words for said.  Time adverbials.  **Hot task:**  -Character description using adjectives  **Text type:**  Non-Fiction  **Model text:**  How to Trap a Dragon.  **Toolkit:**  Title/ Subheading  Imperative Verbs  Time adverbials  Numbered Steps  **Hot task:**  -Rewrite their own instructions.  **Text type:**  Poetry  **Model text:**  Happy Poem  **Toolkit:**  Repetition, First Person  Adjectives, Conjunctions - when  **Hot task:**  -Rewrite their own poem. | **Text type:**  Meeting Tale/Fiction  **Model text:**  *Lost and Found*  **Toolkit:**  Time Adverbials  Expanded Phrase  Verbs  Exclamation Marks and Full stops.  Feelings using –ly and –ed suffix.  **Hot task:**  Meeting Tale  **Text type:**  Information report  **Text:**  *Dr Xargle’s Book of Earthlet’s*  **ToolKits**  Commas  Adjectives  Subheadings  Conjunctions  Present tense  Structure explanations.  **Hot Task:**  Write an information report. | **Text type:**  Persuasive letter  Questions  **Text:**  *The Secret Sky Garden*  **Toolkit:**  Questions  Statements  Adjectives  Subordinating Conjunction.  Present Tense  **Text type:**  Story  **Model text:**  *The Egg Box Dragon*  **Toolkit:**  Commas  Adjectives  Subheadings  Subordinating Conjunctions  **Hot task:**  To write their own instructions. | **Text type:**  Non-Chronological Report  **Text:**  *Emily Brown and the Thing*  **Toolkit**  Adjectives  Coordination Conjunctions  Contractions  **Text type:**  - Story  **Model text:**  *Katie in London*  **Tool Kit**  Past tense  Possessive Apostrophe  Structure of a story.  Suffixes -ful and -ment | **Non- Fiction**  Explanation Text  **Model text:**  *George’s Marvellous Medicine*  **Toolkit**  Past tense  Coherence of writing  CEW  Vocabulary  **Text type:**  Poetry – *Family Poems*  **Model text: -**  They Chose Me  **Toolkit:**  Repetition  Stanzas  Text relates to the title.  Commas to carry on a poem. | **Text type:**  Non- Fiction  **Model text:**  Recount of trip to Eyam  **Toolkit:**  Recount  Past tense  Time Adverbials.  **Hot task:**  Write own recount  **Text type:**  *Grace and Family*  **Model text:**  **Toolkit:**  **Hot task:**  **Text type:**  Non- Fiction  **Model text:**  Recount of International Day  **Toolkit:**  Recount  Write own recount  Time adverbials, first person, expanded noun phrases |

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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. |
| 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) | |
| 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 | |