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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 VerbsTime 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 VerbsExclamation 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**CommasAdjectives Subheadings ConjunctionsPresent tenseStructure explanations.**Hot Task:**Write an information report. | **Text type:**Persuasive letterQuestions**Text:***The Secret Sky Garden***Toolkit:**Questions StatementsAdjectives Subordinating Conjunction.Present Tense**Text type:**Story**Model text:***The Egg Box Dragon***Toolkit:**CommasAdjectives Subheadings Subordinating Conjunctions**Hot task:**To write their own instructions.  | **Text type:**Non-Chronological Report**Text:** *Emily Brown and the Thing***Toolkit**Adjectives Coordination ConjunctionsContractions**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 writingCEWVocabulary**Text type:**Poetry – *Family Poems***Model text: -**They Chose Me**Toolkit:**Repetition StanzasText relates to the title.Commas to carry on a poem. | **Text type:**Non- Fiction**Model text:**Recount of trip to Eyam**Toolkit:**RecountPast 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:**RecountWrite own recountTime 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.
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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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