

## Overview of Y2 Writing Curriculum

*(Please refer to the whole school skills progression documents for end of year English objectives)*

<b>Autumn Term</b>					
<b>Rationale</b>					
<p>This term the writing curriculum begins with work based on our class text, 'The Gruffalo'. This allows the children to make links with their Geography and Science topics focusing on mapping skills and 'Living things and their habitats'. Children visit Boosbeck Wood, to explore a woodland setting and complete a trail linked to the characters from 'The Gruffalo'. Through the text, the children are also able to explore the use of rhyme and story structure to support descriptive writing. This is followed up with our text, 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson, which continues within our theme of 'The Enchanted Wood'. Through this text, children are able to explore the use of onomatopoeia and produce poetry about Bonfire Night. Children also complete research about Owls which is then used to produce a non-fiction chronological report. Our third text, 'Little Red Reading Hood' by Lucy Rowland, is an adaptation of a traditional tale. Children are given opportunities to write in role and make comparisons between texts and to write an alternative plot to the traditional tale. This is also linked to a visit to the local library.</p>					
Key Stimuli	Key Purposes	Forms	Spelling	Grammar & Punctuation	Handwriting
The Gruffalo by Julia Donaldson	To entertain To inform To report To instruct	Story re-tell Informal letter Character description Scene description Letter Diary entry Book review Alternative ending Instructions (Gruffalo Soup)	Year 2 Statutory Spelling Lists  Revision of previously taught GPCs  The /n/ sound spelt kn and (less often) gn at the beginning of words  The /r/ sound spelt wr at the beginning of words	Conjunctions – co-ordinating and some subordinating  Capital letters  Learning to use new and familiar punctuation correctly  Adjectives	To form lower case letters of the correct size, relative to one another.  Use spacing between words that reflects the size of the letters.
The Owl who was afraid of the dark by Jill Tomlinson	To inform To entertain	Non-chronological report Plot continuation  Bonfire poetry	The /s/ sound spelt c before e, i and y  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	Noun Phrases  Plurals (-es to words ending 'ch' or 'sh', -ies to words ending in '-y')	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
Little Red Reading Hood By Lucy Rowland	To entertain To explain	Diary in role Plot continuation Character description	The /l/ or /əl/ sound spelt -le at the end of words	Sentence types – Questions and commands	
Visit to Boosbeck Wood	To report	Trip recount		Onomatopoeia	

			<p>The /l/ or /əl/ sound spelt –el at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Plural endings -s, -es and -ies</p> <p>Year 2 Common Exception Words</p>		<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>
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**Spring Term**

**Rationale**

This term the writing curriculum is based around texts which allow the children to make links with their History topic ‘Captain James Cook’. Children use non-fiction texts to gather information about Captain James Cook and explore life aboard HMS Endeavour, this is then used as a stimulus for letter writing. Writing opportunities are further enriched with a visit to the James Cook Birthplace Museum, where children see historical artefacts and experience life as a sailor. Children then use the story, ‘Monty the Ship’s Rat’ as a basis for writing descriptions of characters and settings.

The second half of the term, uses the text, ‘The Sea Monster’ by Chris Wormell to further develop descriptive writing. Children are able to apply their knowledge of adverbs and extended noun phrases to improve their writing. Finally, the children will use the anthology of poems about plants as stimulus for planting sunflowers, the children will write their own sunflower poems.

Key Stimuli	Key Purposes	Forms	Spelling	Grammar & Punctuation	Handwriting
Meet Captain Cook by Rae Murdie	To entertain To report	Poem Non-chronological report	Year 2 Statutory Spelling Lists  Revision of previously taught GPCs	Sentence types – Statement  Sentence types - Exclamation	To form lower case letters of the correct size,

<p>What's their story – Captain Cook (non – fiction) by Hayden Middleton</p>	<p>To inform To entertain To explain</p>	<p>Non-chronological report Questions Letter in role Diary entry</p>	<p>Year 2 Common Exception Words</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt –ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p>	<p>Use of -ly to create adverbs</p> <p>Apostrophes – contractions</p> <p>Expanded noun phrases</p> <p>Apostrophes to mark possession</p> <p>Present and past tenses</p> <p>Progressive form of verbs</p> <p>Suffixes -ment, -ful, -less, -ness, -er, -est</p> <p>Compound words</p> <p>Commas</p>	<p>relative to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p>
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The Sea Monster by Chris Wormell	To entertain To explain	Scene description Character description Story re-tell	The /ɔ:/ sound spelt ar after w  The /z/ sound spelt s	To continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Trip to James Cook Birthplace Museum	To report	Trip recount		
Monty the Ship's Rat by The Birthplace Museum	To entertain	Diary in role		
Poem anthology	To entertain	Sunflower poem		

### Summer Term

#### Rationale

This term the writing curriculum begins with work based around our class reading text, 'Charlie and The Chocolate Factory' by Roald Dahl. This allows children to make links with their Science topic, 'Materials' and experiment with creating sweets as Willy Wonka does. Children create new inventions and are able to develop descriptive writing during the design stages. Through the text, children explore the theme of honesty. The children visit a chocolate factory to experience the process of 'bean to bar' which supports their non-chronological report on chocolate.

In the second half of the term, children's learning focuses on the growth of cacao as they explore a non-European country in their Geography lessons. The text, 'Lila and the Secret of Rain' by David Conway, supports children's learning about the continent of Africa and its climate. Children explore the characters of Lila and her grandfather along with their developing feelings throughout the story. They will explore the sequence of the story and use this to create their own using the same structure of a problem caused by endless, extreme weather and themselves as the hero who climbs the tallest building in Ingleby Barwick to tell the sky a joke and make it smile so the sun comes out.

Key Stimuli	Key Purposes	Forms	Spelling	Grammar & Punctuation	Handwriting
Charlie and the Chocolate Factory by Roald Dahl	To entertain To instruct To persuade	Character description Instructions Scene description Poetry Advert	<p>The suffixes –ment, –ness, –ful , –less and –ly</p> <p>Words ending in –tion</p> <p>Spell contractions</p> <p>Spell words containing a possessive apostrophe (singular nouns)</p> <p>Spell words that are Homophones and Near Homophones</p> <p>Spell the months of the year</p>	Consolidation of Grammar & Punctuation	To form lower case letters of the correct size, relative to one another.
Trip to York Chocolate Story	To report	Non-chronological report Trip recount			Use spacing between words that reflects the size of the letters.
Lila and the secret of rain by David Conway	To entertain	Story writing			To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
					To continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.