



YEAR 2

Writing Curriculum

Over the course of the year, the children will be exposed to a range of different narrative and non-narrative text types. These will be taught through high-quality literature and non-fiction texts.

The order of teaching is at the discretion of the class teacher and written text types should be chosen to suit the fiction or non-fiction texts that are being studied. Within these sessions, there will be a focus on sentence structure and composition and effect.

Spelling, punctuation, grammar and handwriting will be taught in context where possible and discretely as needed.

Autumn Writing Assessment Indicators for the Expected Standard (EXS)

- (TAF) Segments spoken words into phonemes and represents these by graphemes, spelling many correctly (*Phase 6 Letters and Sounds or equivalent.*)
- Correctly writes from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far.
- (TAF) Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly.
- (TAF) Spell many exception words (*most for GDS.*)
- Begins to spell some common homophones and distinguishes between homophones and near homophones.
- (TAF) Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently uses spaces between words that reflect the size of the letters.
- Use sentences of different forms: statements, questions, exclamations and commands.
- Uses expanded noun phrases to describe and specify, (*e.g. blue butterfly, plain flour.*)
- (TAF) Uses a variety of co-ordination (*conjunctions – or, and, but*) in writing.
- (TAF) Uses a variety of subordination (*conjunctions – when, if, that, because*) in writing.
- Separate items in a list using commas.
- Begin to divide their own writing into sections (*where appropriate.*)
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary.
- Has stamina in writing, can write at least three parts.
- Beginning to proof read and evaluate own and others' writing and make relevant corrections, (*e.g. can check verb tenses consistently, spelling, grammar and punctuation.*)
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry.

Spring Writing Assessment Indicators for the Expected Standard (EXS)

- (TAF) Segments spoken words into phonemes and represents these by graphemes, spelling many correctly (*Phase 6 Letters and Sounds or equivalent.*)
- Correctly writes from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far.
- (TAF) Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly.
- (TAF) Uses present and past tense correctly and consistently, progressive form to mark actions in progress e.g. *she is drumming, he was shouting.*)
- (TAF) Spell many exception words (*most for GDS*)
- (TAF) Add suffixes to spell words including –ment, -ness, -ful, -less, -ly.
- Begins to spell some common homophones and distinguishes between homophones and near homophones.
- Spell some contracted words, knowing the word ‘apostrophe.’
- Use the possessive apostrophe in singular nouns (*GDS*).
- (TAF) Uses diagonal and horizontal strokes needed to join letters in some of their writing (*GDS*.)
- (TAF) Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently uses spaces between words that reflect the size of the letters.
- Use sentences of different forms: statements, questions, exclamations and commands.
- (TAF) Uses a variety of co-ordination (*conjunctions – or, and, but*) in writing.
- (TAF) Uses a variety of subordination (*conjunctions – when, if, that, because*) in writing.
- Begin to use and recognise features of Standard English in their writing, (*e.g. not using slang, colloquialisms. Aware of the audience.*)
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary.
- Has stamina in writing, can write at least three parts.
- Choose appropriate adjectives and adverbs to improve the quality of writing for the reader.
- Beginning to proof read and evaluate own and others’ writing and make relevant corrections, (*e.g. can check verb tenses consistently, spelling, grammar and punctuation.*)
- Attempts to interest the reader through creating characters and settings.
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry.

Summer Writing Assessment Indicators for the Expected Standard (EXS)

- (TAF) Segments spoken words into phonemes and represents these by graphemes, spelling many correctly (*Phase 6 Letters and Sounds or equivalent.*)
- Correctly writes from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far.
- (TAF) Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly.
- (TAF) Uses present and past tense correctly and consistently, progressive form to mark actions in progress e.g. *she is drumming, he was shouting.*)
- (TAF) Spell many exception words (*most for GDS*)
- (TAF) Add suffixes to spell words including –ment, -ness, -ful, -less, -ly.
- Begins to spell some common homophones and distinguishes between homophones and near homophones.
- (TAF) Uses diagonal and horizontal strokes needed to join letters in some of their writing (GDS.)
- (TAF) Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently uses spaces between words that reflect the size of the letters.
- Use sentences of different forms: statements, questions, exclamations and commands.
- (TAF) Uses a variety of co-ordination (*conjunctions – or, and, but*) in writing.
- (TAF) Uses a variety of subordination (*conjunctions – when, if, that, because*) in writing.
- Begin to use and recognise features of Standard English in their writing, (*e.g. not using slang, colloquialisms. Aware of the audience.*)
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary.
- Has stamina in writing, can write at least three parts.
- Read own writing aloud with appropriate intonation to make meaning clear.
- Choose appropriate adjectives and adverbs to improve the quality of writing for the reader.
- Beginning to proof read and evaluate own and others' writing and make relevant corrections, (*e.g. can check verb tenses consistently, spelling, grammar and punctuation.*)
- Attempts to interest the reader through creating characters and settings.
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry.

Greater Depth (GDS) Statement

- Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of their writing.
- Sustain the writing of longer texts which maintain the purpose of the text type.
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Use the punctuation taught at KS1 mostly correctly.

****The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose***

Narrative Text Types

<p>Retell a 3-part story that has a key central character.</p> <p>Challenge: Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives</p>	<p>Retell a traditional tale using typical settings, character and events.</p> <p>Challenge: Make the events contrast by using adjectives and careful choice of expanded noun phrases.</p>	<p>Plan and tell a 3-part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p>Challenge: Revise the way the nouns are expanded e.g. adjectives after the noun, before the noun and use of additional information.</p>	<p>Plan and tell a story in four parts with clear use of subordination and co-ordination.</p> <p>Challenge: Expand on the main event with a focus on use of verbs and adverbs.</p>	<p>Plan and write own 4-part story showing the use of a range of sentence types and language to add detail.</p> <p>Challenge: Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p>	<p>Plan and write a story with a range of sentence types – applying the skills of Year 2.</p> <p>Challenge: Begin to include dialogue, including some speech punctuation.</p>
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Other Text Types

<p>Non-Chronological Report Use information to group and assemble information into a short non-chronological report.</p> <p>Challenge: Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p>	<p>Recount Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</p> <p>Challenge: Write same recount as a third person recount.</p>	<p>Instructions Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p>Challenge: Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.</p>	<p>Recount Write a narrative recount in role.</p> <p>Write about a real experience.</p> <p>Challenge: Use different forms e.g. postcard, diary or letter, considering how language and vocabulary choices may change.</p>	<p>Non-Chronological Report Use the language and structural features in a specific form e.g. leaflet.</p> <p>Challenge: Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p>	<p>Persuasion Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p>Challenge: Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</p>
<p>Poetry Create a diamante poem. Complete structure: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending '-ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending '-ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject.</p> <p>Challenge: Use increasingly precise adjectives and verbs.</p>	<p>Persuasion Use simple persuasive language to write a persuasive piece based on a fictional book e.g. in the form of a letter to a character in a book.</p> <p>Challenge: Expand on information using emotive language to create a persuasive leaflet.</p>	<p>Explanation Write a series of extended sentences, organised appropriately for a specific form to explain a process.</p> <p>Challenge: Write a new explanation text where relevant items are grouped together and enough details are included.</p>	<p>Discussion Write a series of sentences to convey their opinion and a series of sentences to convey the contrasting opinion of another.</p>	<p>Poetry Create a free verse poem about a chosen subject. Choose own purpose and audience. Use increasing precise range of adjectives and verbs with correct poetry punctuation.</p> <p>Challenge: Change the purpose of the poem: to make someone laugh, to scare, to entertain, to describe</p>	