

YEAR 2 CURRICULUM for Writing – Autumn term

Autumn 1: Pirates

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Focus Text and Writing Genre	Retell	Retell	Retell	Retell	Instructions	Instructions
Handwriting – Year 2 - Use the diagonally and horizontal strokes that are needed to join letters.						
Year 2 Planning Composition and Editing	<p>Read text and get to know it well Tell story to each other Create a story map about the book write a sentence underneath each point</p> <p>(+) write two sentences using and to join</p> <p>Review time adverbials and use in sentences.</p>	<p>Retell a section of the known story using story map and pictures.</p> <p>Write several sentences about the section.</p> <p>(+) use and to join sentences</p>	<p>Read text and get to know it well. Tell story to each other. Create class story map.</p> <p>Write opening section of story (one paragraph)</p>	<p>Reread text. Tell story to each other. Review class story map.</p> <p>Write middle and end of story (two paragraphs)</p>	<p>Read instructions and look for features. Activities so children are confident with the instructions they need to write (could link to fictional e.g. how to be a pirate)</p>	<p>Title with question. What you need. Introduction with a question. Command sentence / Imperative verbs as openers. (Link to fictional writing)</p>
Year 2 Grammar and Punctuation	<p>Use a wider range of time adverbs at the start of my sentences (soon, later, at last, before (lunch), Early (one morning), Long ago.</p> <p>Use a wider range of openers at the start of my sentences e.g. They, The, He, She, It, Everyone, There, Far away, In the distance</p>	<p>Use a wider range of time adverbs at the start of my sentences (soon, later, at last, before (lunch), Early (one morning), Long ago.</p> <p>Use a wider range of openers at the start of my sentences e.g. They, The, He, She, It, Everyone, There, Far away, In the distance</p> <p>Begin to use different conjunctions other than and e.g. because, but, when, if, that, or, and</p>	<p>Use skills taught in Week 1 and Week 2</p> <p>Introduce a noun phrase using one adjective e.g. the red butterfly to describe a character and/or setting etc.</p>	<p>Review taught skills for openers. Review exclamation marks</p> <p>Introduce exclamation marks and use at the end of an appropriate sentence.</p>	<p>Introduce commas in a list using the list of things that will be needed for the instructions.</p> <p>Write command sentences</p> <p>Introduce imperative verbs (bossy verbs)</p> <p>(+) 'ly' adverbs at the start of the sentence e.g. Forcefully pull the rope to raise the sails.</p>	<p>Recognise and write a command sentence with an imperative (bossy) verb and punctuate it with an exclamation mark or a full stop. Use commas in a list (to list nouns in a sentence).</p>
Autumn 2: Great Fire of London						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 2 Focus text and Writing Genre	The Great of London Emma Adams Recount	Recount of the Fire Engine Trip	Vlad and the Great Fire of London text Diary	The snowman	The snowman	Winter Poetry

<p style="text-align: center;">Year 2 Genre Progression</p>	<p>Chronological events. 5w's to introduce. Use proper nouns with a capital letter Details to interest the reader.</p>	<p>Personal recount Chronological events. 5w's to introduce. Use proper nouns with a capital letter Emotions to describe feelings (I was excited when....). Final statement (My favourite part was...). Details to interest the reader.</p>	<p>Dear Diary and date. Add in private / secret thoughts and feelings. First person (I, We, My). Openers – Past tense. Use time adverbials to show when things happened. Chronological order. Simple conclusion includes a rhetorical question. Informal language (contractions).</p>	<p>Get to know story. Retell story to each other through drama Write opening to story focusing on describing character and setting (one paragraph).</p>	<p>May create a story map or use pictures as prompts. Choose one thing that the Snowman and boy does and write using correct sentences. Write ending of story conveying emotions.</p>	<p>List poem A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.</p>
<p style="text-align: center;">Year 2 Grammar and Punctuation</p>	<p>Use the conjunction 'but'.</p>	<p>Commas in a list for nouns</p>	<p>Review time adverbials and how to use to show when things happened – introduce more. Contractions - can't, didn't, hasn't, couldn't, wouldn't, it's, he's, she's, I'll, he'll, we'll, she'll</p>	<p>Use When as opener /at the start of a sentence. Use commas in a list (to list adjectives in a noun phrase e.g. the large, messy room)</p>	<p>Use the conjunctions 'that' in fiction writing.</p>	<p>Use of commas in a list and to separate adjectives in a noun phrase</p>