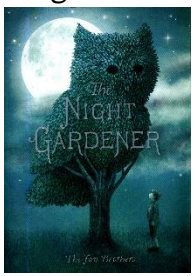
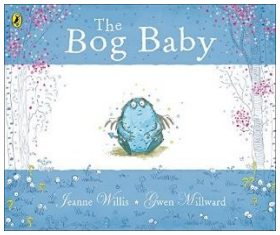
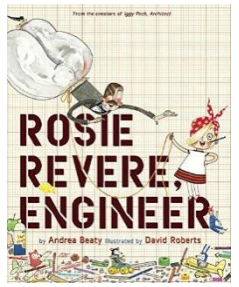
Year 2 English Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A River	The Night Gardener 	Grandad's island	The King who Banned the Dark	Bog Baby 	Rosie Revere 
Writing Outcome and Purpose					
Narrative: Circular Purpose: To narrate	Narrative: Setting Purpose: To narrate	Narrative: Return Purpose: To narrate	Narrative: Mistake Purpose: To narrate	Narrative: Finding Purpose: To narrate	Narrative: Invention Purpose: To narrate
Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Information: Jungle Animals Purpose: To inform	Information: How to be a Regal Leader Purpose: To inform	Instructions: How to build a habitat Purpose: To instruct	Explanation: How a machine works Purpose: To explain
Grammar: Word					
Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives	Build on previous year & focus on: Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to	Build on previous units & focus on: Formation of nouns using suffixes e.g. –	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er and by compounding

		turn adjectives into adverbs	ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	less Use of the suffix –ly to turn adjectives into adverbs	Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
No Nonsense Spelling					
Revisit Phase 5 GPCs as required by pupils Homophones Introduce Year 2 homophones when relevant. (Example homophones: see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two) Year 2 phonics • The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. • The /s/ sound spelt 'c' before 'e', 'i' and 'y' • The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words Common exception words /aɪ/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils		Revisit The /l/ or /əl/ sound spelt '-le' at the end of words Homophones and near homophones quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) Year 2 phonics The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's' Common exception words Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils	Revisit The possessive apostrophe (singular nouns) Homophones Revision of all homophones taught so far Apostrophe The possessive apostrophe (singular nouns) Year 2 phonics The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w' Common exception words All Year 2 words not taught so far	

		Suffixes Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it Adding ‘-ing-, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter Adding ‘-es’ to nouns and verbs ending in ‘y’ The suffixes ‘-ful’, ‘-less’ and ‘-ly’ Words ending in ‘-tion’	Suffixes Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’,		
Grammar: Sentence					
Build on previous year & focus on: Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification	Build on previous units & focus on: Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement.	Build on previous units & focus on: Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command	Build on previous units & focus on: Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification

Grammar: Text					
Build on previous year & focus on: Correct choice and consistent use of nouns and pronouns.	Build on previous units & focus on: Correct choice and consistent use of descriptive language.	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
Grammar: Punctuation					
Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentence. Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Terminology for Pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					