**Year 2 English Writing Overview** 

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| A River  https://pictures.abebooks.com/isbn/9781783704330-uk.jpg | The Night Gardener The night gardener | Bog Baby The Bog Baby : Willis, Jeanne, Millward, Gwen: Amazon.co.uk: Books | Rosie Revere  https://pictures.abebooks.com/isbn/9781419708459-uk.jpg | Grandad’s island  https://pictures.abebooks.com/isbn/9781471185106-uk.jpg | The King who Banned the Dark  The King Who Banned the Dark |
| **Writing Outcome and Purpose**  **Fiction** | | | | | |
| Narrative: Circular Narrative    Purpose: To narrate | Narrative: Setting Narrative    Purpose: To narrate | Narrative: Finding Narrative    Purpose: To narrate | Narrative: Invention Narrative    Purpose: To narrate | Narrative: Return Narrative    Purpose: To narrate | Narrative: Invention Narrative    Purpose: To narrate |
| **Non-Fiction Curriculum Focus** | | | | | |
| **Science:**  **Healthy Me**  Information: Non-Chronological Report | **History:**  **The Great Fire of London**  Recount: Diary entry | **Science:**  **Young Gardeners**  Instructions: How to plant a seed | **History:**  **Local Heroes**  Information: Fact File | **Science:**  **Material Monsters**  Explanation: Comparison of materials | **History:**  **Holidays**  Letter: Persuasive |
| **Oracy/ Current Affairs** | | | | | |
| Drama recount | Pod Cast | Rap/Song | Presentation | Poster | Debate |
| **Little Wandle Spelling** | | | | | |
| **Autumn 1**  **Phase 5 Review**  Week 1 /ai/ a-e ai ay a eigh ea ey aigh  /ee/ y ea ee e ie ey e-e  /igh/ igh i-e i y ie  /oa/ ow o o-e oa oe ou  people eye whole  Week 2 /oo/ /yoo/ oo u u-e ew ue ou ui  /air/ air are ear ere  /ur/ er ur ir or ear  /ow/ ou ow  through improve move prove shoe  two who beautiful their parents  Week 3 /or/ or a aw au ore oor al oar our augh aur  /zh/ si su  /ch/ ch tch ture\*  /sh/ sh ti ch ssi ci si  thought sure  Week 4 /j/ j g ge dge  /s/ s ss c ce se st sc  /u/ ou  /e/ ea  /i/ y  /o/ a  /u/ o o-e  /oo/ u oul  schwa: er a or ar our re  once again any many friend busy  pretty because laugh\*\*  Week 5 ie /ee/ /igh/  y /ee/ /igh/ /i/  ea /ee/ /e/ /ai/  a /a/ /ai/ /or/  friend  **Autumn 2**  **Bridge to Spelling**  Week 1 What do I need to know to think about spelling?  How do I use the Complete the code chart to help me to spell?  Week 2 Why do I double letters at the end of words?  Why do I double letters in some longer words ending in -er?  Week 3 Why do some words end in ‘k’ or ‘ck’?  Why do some words end in ‘ch’ or ‘tch’?  Week 4 When do I add the suffix -es/-s to words?  Why do I double the final letter in some words when I add the suffix -ing?  Week 5 Why do I swap the ‘y’ for an ‘i’ when I add the suffix -ed?  Why do I drop the ‘e’ when I add the suffix -ing? | | **Spring 1**  **Spelling**  Week 1 and 2 Why do some words have the spellings ‘kn’  and ‘gn’ for /n/, and ‘wr’ for /r/?  once two knight/night  Week 3 and4 Why do I drop the ‘e’ when I add the suffixes  -ed, -ing, -er, -est and -y?  any many one/won  Week 5 Why do some words end ‘ge’ or ‘dge’?  Why can /j/ b be spelled ‘j’ or ‘g’ in different  words?  **Spring 2**  Week 1 The ‘W special’  How do ‘w’ and ‘qu’ change the sounds that  ‘a’, ‘ar’ and ‘or’ make in some words?  who whole our/hour  Week 2  Week 3 Why do I swap the ‘y’ for an ‘i’ when I add  the suffix -es?  people friend quite/quiet  Week 4 Why do some words have the spelling ‘ey’  for the sound /ee/?  move improve see/sea  Week 5 Why do some words end -le, -al, -il or -el? Review to/too/two | | **Summer 1**  Week 1 Why does ‘c’ make the sound /s/ in some  words?  beautiful laugh here/hear  Week 2 9 How can I spell the sound /zh/? busy pretty be/bee  Week 3 10 What happens when I add the suffixes -ment,  -ness, -ful -less and -ly to a root word?  parents because bare/bear  Week 4  Week 5 11 How can I show missing letters in a word? Review there/their/  **Summer 2**  Week 1 and 2 Why do some longer words have  the spelling ‘ti’ for /sh/?  eye shoe sun/son  Week 3 How do I use the possessive apostrophe (singular possession)?  thought through whole/hole  Week 4 and 5 When do I swap, drop or double?  (-ing, -er, -est, -y, -ed)  Review blue/blew | |
| **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 | | | | |