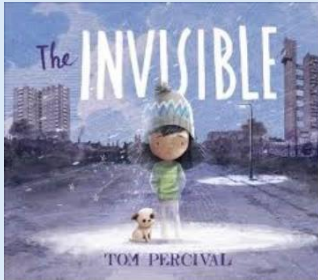
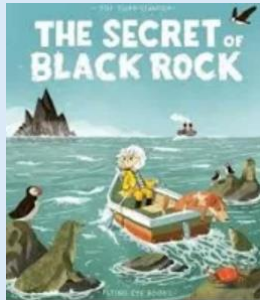
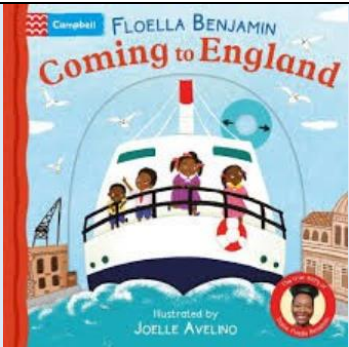
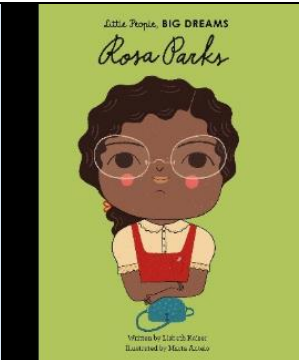
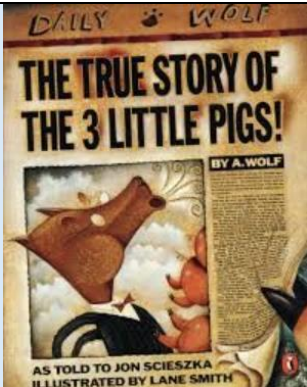
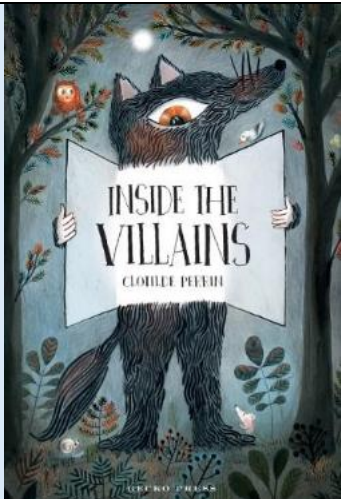


Year 2	Autumn 1		Autumn 2	
Text for writing focus	The Invisible- Tom Percival 	In Every House on Every Street- Jess Hitchman 	The Big Book of the Blue- Yuval Zommer 	The Secret of Black Rock- Joe Todd Stanton 
Why this, why now?	Recount is revisited from Year 1 , building on writing in role so pupils can sequence events from a character's perspective with increasing detail and clarity.	Poetry is revisited from Year 1 , moving from tightly structured forms to more descriptive sentence composition and thoughtful word choice.	Non-chronological reports are revisited from Year 1 , enabling pupils to organise information more independently and apply known structures to a new subject.	Narrative is revisited , building on simple story structures from Year 1 so pupils can write a complete narrative with a clearer sequence of events, problem and resolution.
Main outcome	Recount- Diary Entries To write in the role of Isabelle. Genre progression Recount.docx	Descriptive Poetry To write a poem about people and places in our school. Genre progression Poetry.docx	Non-Chronological Report To write about a local sea creature. Genre progression Non Chronological.docx	Narrative: Sea Adventure Story To write a finding tale Genre progression Narrative.docx
Purpose for writing	To recount	To entertain	To inform	To entertain
Possible Immersive Hook	Isabelle's Moving Box/Suitcase	School Observation Walk	Rock Pool Research (Species Photographs and a request from a local rescue centre to help identify them).	Beach Sensory Walk
National Curriculum Coverage *indicates retrieval as this has been previously taught.	Transcription: Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known. Spell common exception words taught so far. Distinguish between selected homophones and near-homophones. Spell the /dʒ/ sound using dge,	Transcription: Segment spoken words into phonemes and represent these by graphemes.* Apply new ways of spelling taught phonemes.* Spell common exception words taught so far.* Distinguish between taught homophones and near-homophones.* Spell the /r/ sound using wr at the beginning of words. Spell the /l/ sound at the end of	Transcription: Segment spoken words into phonemes and represent these by graphemes.* Apply new ways of spelling taught phonemes.* Spell common exception words taught so far.* Distinguish between taught homophones and near-homophones.* Add -es to nouns and verbs ending in consonant y, changing the y to i.	Transcription: Apply taught phoneme-grapheme correspondences.* Spell common exception words taught so far.* Distinguish between taught homophones and near-homophones.* Add -ed, -ing, -er and -est to words ending in e with a consonant before it, dropping the e where required. Add -ed, -ing, -er and -est to one-syllable words ending in a single

ge and g as appropriate. Spell the /s/ sound using c before e, i and y. Spell the /n/ sound using kn and gn at the beginning of words. Write from memory simple dictated sentences containing taught GPCs, common exception words and punctuation.	words using -le, -el, -al and -il. Spell the /aɪ/ sound using y at the end of words. Form adjectives using the suffixes -ful and -less. Write dictated sentences containing taught spellings and punctuation.*	Add -ed, -er and -est to words ending in consonant y, changing the y to i. Add -ing to words ending in consonant y without changing the y. Form nouns using -ness and -er. Form compound nouns by joining two words. Write dictated sentences containing taught spellings and punctuation.*	consonant after a single vowel, doubling the final consonant where required. Form adverbs using the suffix -ly. Apply previously taught suffixes.* Write dictated sentences containing taught spellings and punctuation.*
<u>Composition:</u> Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others, both real and fictional. Plan or say aloud what they are going to write about. Write down ideas, key words and new vocabulary. Encapsulate what they want to say, sentence by sentence. Evaluate writing with the teacher and other pupils. Re-read writing to check that it makes sense and that verbs indicating time are used correctly and consistently. Proofread for spelling and punctuation errors.	<u>Composition:</u> Develop positive attitudes towards and stamina for writing by writing poetry. Plan or say aloud what they are going to write about.* Write down ideas, key words and new vocabulary.* Encapsulate ideas sentence by sentence.* Evaluate writing with the teacher and other pupils.* Re-read writing to check that it makes sense.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation to make the meaning clear.	<u>Composition:</u> Develop positive attitudes towards and stamina for writing for different purposes. Plan or say aloud what they are going to write about.* Write down ideas, key words and new vocabulary.* Encapsulate information sentence by sentence.* Evaluate writing with the teacher and other pupils.* Re-read writing to check that it is coherent and that tense is consistent.* Proofread for spelling and punctuation errors.* Read completed writing aloud clearly.*	<u>Composition:</u> Develop positive attitudes towards and stamina for writing narratives.* Plan or say aloud what they are going to write about.* Write down ideas, key words and new vocabulary.* Encapsulate ideas sentence by sentence.* Evaluate writing with the teacher and other pupils.* Re-read writing to check that it is coherent and tense is consistent.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation.*
<u>Handwriting:</u> Form lower-case letters of the correct size relative to one another. Begin to use the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to	<u>Handwriting:</u> Form lower-case letters of the correct relative size.* Use some diagonal and horizontal joining strokes.* Recognise which letters are best left unjoined.* Form capital letters and digits correctly.* Use appropriately sized spaces between words.*	<u>Handwriting:</u> Form lower-case letters of the correct relative size.* Use appropriate joining strokes.* Recognise which letters are best left unjoined.* Form capitals and digits correctly.* Use appropriately sized spaces between words.*	<u>Handwriting:</u> Form lower-case letters of the correct relative size.* Use appropriate diagonal and horizontal joining strokes.* Leave appropriate letters unjoined.* Form capitals and digits correctly.* Use appropriately sized spaces.*

	lower-case letters. Use spacing between words that reflects the size of the letters.			
	<u>Vocabulary, Grammar and Punctuation:</u> Use capital letters, full stops, question marks and exclamation marks correctly.* Use capital letters for people, places, days of the week and I.* Use sentences with the form of a statement. Use the past tense correctly and consistently. Use some features of written Standard English. Introduce and use the terminology noun, verb, statement, tense, past tense and present tense.	<u>Vocabulary, Grammar and Punctuation:</u> Use capital letters and end punctuation correctly.* Use expanded noun phrases to describe and specify. Understand how the suffixes -ful and -less form adjectives. Introduce and use the terminology noun phrase, adjective and suffix. Use previously introduced grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Use capital letters and full stops correctly.* Use expanded noun phrases to describe and specify.* Use commas to separate items in a list. Use the present tense correctly and consistently. Use the present progressive form to describe actions in progress, for example is swimming. Understand how -ness and -er form nouns. Understand how two words can be combined to form a compound. Introduce and use the terminology comma, compound and present tense. Use noun, noun phrase, adjective, verb and suffix accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use expanded noun phrases to describe and specify.* Use co-ordination with and, but and or. Use subordination with when. Use the past tense correctly and consistently.* Use the past progressive form to describe actions in progress, for example was swimming. Use capital letters, full stops, question marks and exclamation marks correctly.* Use some features of written Standard English.* Introduce and use the terminology adverb. Use previously introduced grammatical terminology.*

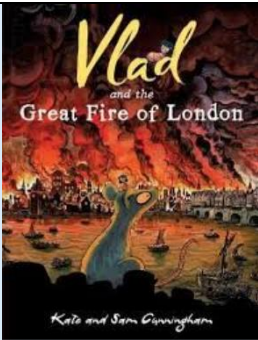
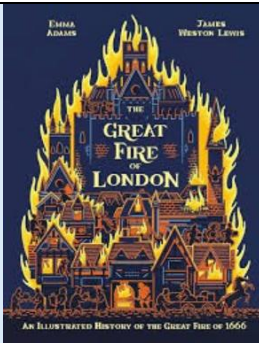
Year 2	Spring 1		Spring 2	
Text for writing focus	Coming to England- Floella Benjamin	Little People, Big Dreams: Rosa Park- Brad Meltzer	The True Story of the Three Little Pigs- Jon Scieska	Inside the Villains- Clotilde Perrin

				
Why this, why now?	Recount is revisited , extending beyond diary writing so pupils write for a clear audience and purpose while maintaining chronological sequencing.	Non-chronological reports are revisited, introducing biography as a specific form so pupils organise information about a person with increasing clarity.	Narrative is revisited , building on familiar tale structures and earlier writing in role so pupils develop perspective within a known story.	Instructions are revisited from Year 1 , strengthening pupils' control of sequencing and command language through a purposeful context.
Main outcome	Recount- Postcards/Letters To write postcard/letter in the role of Floella and other characters. Genre progression Recount.docx	Non-Chronological Report- Biography To write a simple biography of Rosa Parks. Genre progression Non Chronological.docx	Traditional Tale To rewrite a tale from another character's perspective (choose a different traditional tale). Genre progression Narrative.docx	Instructions- How to catch a fairytale villain. Genre progression Instruction Texts.docx
Purpose for writing	To recount	To inform	To entertain	To inform
Possible Immersive Experience	Journey to a New Country- The classroom is set up like a ship travelling to England.	History Detectives- Pupils have to hunt for clues (photographs, objects, fact cards) about Rosa Parks Life.	Fairy Tale Crime Scene	Police Wanted Poster- A villain in on the loose. We need your help to catch them. Children explore how they could trap the villain.
National Curriculum Coverage *indicates retrieval as this has been previously taught.	Transcription: Apply taught phoneme-grapheme correspondences.* Spell common exception words taught so far.* Distinguish between homophones and near-homophones.* Spell the /ɔ:/ sound using a before l and ll. Spell the /ʌ/ sound using o. Spell the /i:/ sound using -ey.	Transcription: Apply taught phoneme-grapheme correspondences.* Spell common exception words taught so far.* Distinguish between homophones and near-homophones.* Spell the /b/ sound using a after w and qu. Spell the /ɜ:/ sound using or after w.	Transcription: Apply taught phoneme-grapheme correspondences.* Spell common exception words taught so far.* Distinguish between homophones and near-homophones.* Spell the /ʒ/ sound using s. Spell words ending in -tion. Apply all previously taught rules for adding suffixes.*	Transcription: Apply taught phoneme-grapheme correspondences.* Spell common exception words taught so far.* Distinguish between homophones and near-homophones.* Apply the spelling rules for -ment, -ness, -ful, -less and -ly.* Apply spelling rules for words ending in consonant y, e or a

	Spell words with contracted forms. Use an apostrophe to show where letters are omitted in contractions. Apply previously taught suffix rules.* Write dictated sentences containing taught spellings and punctuation.*	Spell the /ɔ:/ sound using ar after w. Form nouns using the suffix -ment. Use the possessive apostrophe with singular nouns. Apply previously taught suffixes.* Write dictated sentences containing taught spellings and punctuation.*	Spell contracted forms.* Use the singular possessive apostrophe.* Write dictated sentences containing taught spellings and punctuation.*	single consonant after a single vowel.* Spell words ending in -tion.* Spell contractions and use apostrophes correctly.* Write dictated sentences containing taught spellings and punctuation.*
	<u>Composition:</u> Develop positive attitudes towards and stamina for writing about real events.* Write for different purposes and audiences.* Plan or say aloud what they are going to write about.* Write down ideas, key words and new vocabulary.* Encapsulate ideas sentence by sentence.* Evaluate writing with the teacher and other pupils.* Re-read writing for sense and tense consistency.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation.*	<u>Composition:</u> Develop positive attitudes towards and stamina for writing for different purposes.* Plan or say aloud what they are going to write about.* Write down ideas, key words and new vocabulary.* Encapsulate information sentence by sentence.* Evaluate writing with the teacher and other pupils.* Re-read writing to check coherence and tense consistency.* Proofread for spelling and punctuation errors.* Read completed writing aloud clearly.*	<u>Composition:</u> Develop positive attitudes towards and stamina for narrative writing.* Plan or say aloud what they are going to write about.* Write down ideas, key words and new vocabulary.* Encapsulate ideas sentence by sentence.* Evaluate writing with the teacher and other pupils.* Re-read writing for coherence and tense consistency.* Proofread for spelling and punctuation errors.* Read completed writing aloud with appropriate intonation.*	<u>Composition:</u> for writing for different purposes.* Plan or say aloud what they are going to write about.* Write down ideas, key words and new vocabulary.* Encapsulate instructions sentence by sentence.* Evaluate writing with the teacher and other pupils.* Re-read writing to check that it is coherent.* Proofread for spelling and punctuation errors.* Read completed writing aloud with appropriate intonation.*
	<u>Handwriting:</u> Form lower-case letters of the correct relative size.* Use appropriate joining strokes.* Leave appropriate letters unjoined.* Form capitals and digits correctly.* Use appropriately sized spaces.*	<u>Handwriting:</u> Apply all taught handwriting expectations with increasing consistency.*	<u>Handwriting:</u> Apply all taught handwriting expectations with increasing consistency.*	<u>Handwriting:</u> Apply all taught handwriting expectations with increasing consistency.*
	<u>Vocabulary, Grammar and Punctuation:</u> Use capital letters and full stops correctly.* Use question marks in sentences with the form of a question. Use exclamation marks in	<u>Vocabulary, Grammar and Punctuation:</u> Use capital letters and full stops correctly.* Use question marks in sentences with the form of a question. Use exclamation marks in	<u>Vocabulary, Grammar and Punctuation:</u> Use expanded noun phrases to describe and specify.* Use co-ordination with and, but and or.* Use subordination with when, if,	<u>Vocabulary, Grammar and Punctuation:</u> Use sentences with the form of a command. Use statements, questions and exclamations where appropriate.* Use the present tense correctly

	sentences with the form of an exclamation. Use apostrophes for contracted forms. Use co-ordination with and, but and or.* Use the past tense correctly and consistently.* Introduce and use the terminology question, exclamation and apostrophe. Use previously introduced grammatical terminology.*	sentences with the form of an exclamation. Use apostrophes for contracted forms. Use co-ordination with and, but and or.* Use the past tense correctly and consistently.* Introduce and use the terminology question, exclamation and apostrophe. Use previously introduced grammatical terminology.*	that and because. Use the past tense correctly and consistently.* Use the past progressive form appropriately.* Use statements, questions and exclamations appropriately.* Use apostrophes for contractions and singular possession.* Use capital letters and sentence punctuation correctly.* Use some features of written Standard English.* Use all grammatical terminology taught so far.*	and consistently.* Use co-ordination with and, but and or.* Use subordination with when and if.* Use expanded noun phrases to describe and specify.* Use adverbs formed with -ly where appropriate.* Use commas to separate items in a list.* Use capital letters and end punctuation correctly.* Use some features of written Standard English.* Introduce and use the terminology command. Use all previously taught grammatical terminology.*
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Year 2	Summer 1		Summer 2	
Text for writing focus	Vlad and the Great Fire of London- Katie and Sam Cunningham	The Great Fire of London- Emma Adams and James Weston-Lewis	The Boy Who Grew Dragons- Andy Shepherd	The Boy Who Grew Dragons- Andy Shepherd

				
Why this, why now?	Recount is revisited , applying chronological writing to a historical context so pupils add detail and maintain viewpoint more securely.	Persuasion is revisited from Year 1 , moving from simple opinion to giving reasons linked to a real problem.	Narrative is revisited , increasing in complexity as pupils sustain a longer narrative with clearer build-up, problem and resolution.	Explanation is revisited from Year 1 , developing pupils' ability to organise and explain a process with greater clarity and independence.
Main outcome	Recount: Diary Entries To write a diary entry from the perspective of someone living in London during the Great Fire. Genre progression Recount.docx	Persuasive Letters To write a letter to the government suggesting safer houses after the Great Fire. Genre progression Persuasion.docx	Narrative To write a conquering the monster tale. Genre progression Narrative.docx	Explanation- How to hatch and take care of a dragon. Genre progression Explanation Texts.docx
Purpose for writing	To recount	To persuade	To entertain	To explain.
Possible Immersive Experience	Drama Workshop to Act Out Events	Emergency Town Meeting	Discovery of a dragon egg on the school grounds	The dragon hatches (AI images in school) and the headteacher is asking for their help.
National Curriculum Coverage *indicates retrieval as this has been previously taught.	Transcription: Apply taught phoneme-grapheme correspondences.* Spell common exception words.* Distinguish between homophones and near-homophones.* Apply all taught suffix rules.* Spell words ending in -tion.* Spell contracted forms.* Use apostrophes for contractions and singular possession.* Write dictated sentences containing taught spellings and punctuation.*	Transcription: Apply taught phoneme-grapheme correspondences.* Spell common exception words.* Distinguish between homophones and near-homophones.* Apply all taught suffix rules.* Spell words ending in -tion.* Spell contractions and singular possessive forms.* Write dictated sentences containing taught spellings and punctuation.*	Transcription: Apply taught phoneme-grapheme correspondences accurately.* Spell common exception words.* Distinguish between homophones and near-homophones.* Apply all Year 2 spelling rules and suffixes.* Spell contractions.* Use apostrophes for singular possession.* Spell words ending in -tion.* Write dictated sentences containing taught spellings and punctuation.*	Transcription: Apply taught phoneme-grapheme correspondences accurately.* Spell common exception words.* Distinguish between homophones and near-homophones.* Apply all Year 2 spelling rules.* Apply -ment, -ness, -ful, -less, -ly, -ed, -ing, -er and -est correctly.* Spell contractions and use apostrophes correctly.* Use the possessive apostrophe with singular nouns.* Spell words ending in -tion.* Write from memory dictated

				sentences containing taught spelling and punctuation.*
	<u>Composition:</u> Develop positive attitudes towards and stamina for writing about real events.* Plan or say aloud what they are going to write about.* Record ideas, key words and new vocabulary.* Encapsulate ideas sentence by sentence.* Evaluate writing with the teacher and other pupils.* Make simple additions, revisions and corrections. Re-read writing to check coherence and the consistent use of tense.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation.*	<u>Composition:</u> Develop positive attitudes towards and stamina for writing for different purposes.* Plan or say aloud what they are going to write about.* Record ideas, key words and new vocabulary.* Encapsulate ideas sentence by sentence.* Evaluate writing and suggest improvements.* Make simple additions, revisions and corrections.* Re-read writing for coherence and tense consistency.* Proofread for spelling and punctuation errors.* Read completed writing aloud with appropriate intonation.*	<u>Composition:</u> Develop positive attitudes towards and stamina for sustained narrative writing.* Plan or say aloud what they are going to write about.* Record ideas, key words and new vocabulary.* Encapsulate ideas sentence by sentence.* Evaluate their own and others' writing and suggest improvements.* Make simple additions, revisions and corrections.* Re-read writing for coherence and tense consistency.* Proofread for spelling and punctuation errors.* Read completed writing aloud with appropriate intonation.*	<u>Composition:</u> Develop positive attitudes towards and stamina for writing for different purposes.* Plan or say aloud what they are going to write about.* Record ideas, key words and new vocabulary.* Encapsulate ideas sentence by sentence.* Evaluate their own and others' writing and suggest improvements.* Make simple additions, revisions and corrections.* Re-read writing to check that it is coherent and tense is consistent.* Proofread for spelling and punctuation errors.* Read completed writing aloud with appropriate intonation.*
	<u>Handwriting:</u> Apply all taught handwriting expectations consistently.*	<u>Handwriting:</u> Apply all taught handwriting expectations consistently.*	<u>Handwriting:</u> Form lower-case letters of the correct relative size consistently.* Use appropriate diagonal and horizontal joining strokes.* Leave appropriate letters unjoined.* Form capital letters and digits with the correct size, orientation and relationship to lower-case letters.* Use appropriately sized spaces between words.*	<u>Handwriting:</u> Apply all Year 2 handwriting objectives consistently.*
	<u>Vocabulary, Grammar and Punctuation:</u> Use the past tense correctly and consistently.* Use the past progressive form appropriately.* Use expanded noun phrases.* Use co-ordination and subordination.* Use statements, questions and	<u>Vocabulary, Grammar and Punctuation:</u> Use statements, questions, exclamations and commands appropriately.* Use expanded noun phrases to describe and specify.* Use co-ordination with and, but and or.* Use subordination with when, if,	<u>Vocabulary, Grammar and Punctuation:</u> Use expanded noun phrases.* Use co-ordination with and, but and or.* Use subordination with when, if, that and because.* Use past tense consistently.* Use past progressive forms appropriately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use statements, questions, exclamations and commands appropriately.* Use expanded noun phrases to describe and specify.* Use co-ordination with and, but and or.* Use subordination with when, if,

	exclamations appropriately.* Use capital letters, full stops, question marks and exclamation marks correctly.* Use commas in lists.* Use apostrophes for contractions and singular possession.* Use features of written Standard English.* Use Year 2 grammatical terminology accurately.*	that and because.* Use the present and past tenses correctly and consistently.* Use capital letters and all taught end punctuation correctly.* Use commas in lists.* Use apostrophes for contractions and singular possession.* Use features of written Standard English.* Use Year 2 grammatical terminology accurately.*	Use statements, questions, exclamations and commands where appropriate.* Use capital letters and all taught sentence punctuation correctly.* Use commas in lists.* Use apostrophes for contractions and singular possession.* Use some features of written Standard English.* Use Year 2 grammatical terminology accurately.*	that and because.* Use the present tense correctly and consistently.* Use the present progressive form appropriately.* Use capital letters, full stops, question marks and exclamation marks correctly.* Use commas to separate items in a list.* Use apostrophes for contracted forms and singular possession.* Use features of written Standard English.* Use and understand the terminology noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past tense, present tense, apostrophe and comma.*
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