

# Writing Curriculum - Year 2

AUTUMN TERM									
Curriculum focus/links	<b>History</b> - Local Study: Burradon Pit <b>Geography</b> – Comparison: St Lucia <b>Science</b> - Animals, including Humans <b>RE</b> - Christianity								
Genre and Text/Focus	The Storm Whale by Benji Davis	The Big Book of the Blue	Grandad's Island by Benji Davis The Whale's Song						
Writing Outcome	Instructions – how to care for a whale	Non-chronological report about whales	Quest story (setting focus)						
Vocabulary, Grammar and Punctuation	Sequence sentences to form longer pieces of writing. Use capital letters and full stops to demarcate sentences in <i>all</i> of their writing. Use a capital letter for names of people, places, the days of the week Revise joining clauses using <b>and</b> Revise simple present tense Imperative verbs Use of rhetorical questions Use of conjunctions <i>firstly, secondly, finally</i> Read own writing to check if it makes sense and make simple edits.	Revise simple present and past tense Use of expanded noun phrases for specificity Use statement sentences to introduce the topic Use rhetorical questions to engage the reader Use of headings and sub-headings to carefully indicate content to the reader Begin to use wider range of coordinating conjunctions <i>or, but, so</i> Begin to use generalisers <i>e.g. all, most, many, some, a few, every, always, sometimes, never etc.</i>	Apostrophes to mark singular possession Begin to use progressive form of verbs Use expanded noun phrases for description (imagine you are character in the setting) Continue to use wider range of coordinating conjunctions <i>or, but, so</i> Use capital letters and full stops, question marks and exclamation marks to demarcate sentences in <i>all</i> of their writing.						
	<table border="1"> <tr> <td>Week 1</td> <td>Capital Letters</td> </tr> </table>	Week 1	Capital Letters	<table border="1"> <tr> <td>Week 1</td> <td>What are Nouns?</td> </tr> <tr> <td>Week 2</td> <td>What are Adjectives</td> </tr> </table>	Week 1	What are Nouns?	Week 2	What are Adjectives	
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<b>Transcription-handwriting</b>	<p><b>ELS letter formation plus:</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <div data-bbox="309 954 734 1249" style="border: 1px solid black; padding: 5px;"> <p><b>Letter families/formation focused on:</b></p> <p>The 'ladder' families l, i, t, u, j, y          Capitals without lifting C, L, O, S, U          Assess and review - observe process not product</p> </div>	<p><b>ELS letter formation plus:</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <div data-bbox="1462 954 1910 1217" style="border: 1px solid black; padding: 5px;"> <p><b>Letter families/formation focused on:</b></p> <p>The 'one-armed robot' family r, n, m          Capitals with one lift B, D, G, J, K          Assess and review - observe process not product</p> </div>																				

**Transcription  
– spelling**

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Following ELS Essential Spelling Programme:**

	Focus	Common Exception Words
Week 1		poor, because
Week 2		find, kind, behind
Week 3	g, ge, dge	wild, climb
Week 4	kn, gn, wr	Christmas,
Week 5	ey, c, il	only, both
Week 6	o, a, al	every, everybody, even

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Following ELS Essential Spelling Programme:**

	Focus	Common Exception Words
Week 1	s, si	great, break, steak
Week 2	or, ar	pretty, beautiful
Week 3	sound spelt y at the end of words (cry, fly)	after; fast, last, past
Week 4	change y to an i before adding -es (flies)	father, plant, path, bath
Week 5	Homophones (see NC list)	
Week 6		sure

**Reading- key objectives**

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry, discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

<p><b>Focus (highlight chosen focus)</b></p>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>
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## SPRING TERM

<b>Curriculum focus/links</b>	<b>History</b> - The Great Fire of Newcastle/London <b>Geography</b> - Food Production <b>Science</b> - Everyday Materials <b>RE</b> - Christianity																						
<b>Genre and Text/Focus</b>	<b>Traction Man – Mini Grey</b>	<b>Life of Queen Elizabeth II</b>	<b>How the Coyote brought Fire to Earth</b>																				
<b>Writing Outcome</b>	Conquering the monster narrative (character focus)	Biography	Persuasion																				
<b>Vocabulary, Grammar and Punctuation</b>	Apostrophes to mark singular possession Use progressive form of verbs Begin to use subordinating conjunctions Use expanded noun phrases to describe character – link to suffixes in spelling Use capital letters and full stops, question marks and exclamation marks to demarcate sentences in <i>all</i> of their writing.	Begin to use subordinating conjunctions e.g. when, if, because Use statement sentences to introduce the topic Use of headings and sub-headings to carefully indicate content to the reader Correct use of past tense (both simple and progressive) Commas to separate items in a list	Use simple comparatives and superlatives: best, fastest, lighter, tastier etc. Use of subordinating conjunctions <i>because, if</i> Use of second person <i>you</i> Use of present tense A punchy topic sentence or title to introduce the topic Enhancing adjectives e.g. delicious, crispy, unmissable																				
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Week 6

Using 'because', 'that', 'when' and 'if'

**Transcription  
– handwriting**

**ELS letter formation plus:**

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and 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 lower case letters
- use spacing between words that reflects the size of the letters

**Letter families/formation  
focused on:**

The 'one-armed robot' family k, b,  
p, r  
Capitals with one lift M, N, P, Q  
Assess and review - observe  
process not product

**ELS letter formation plus:**

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and 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 lower case letters
- use spacing between words that reflects the size of the letters

**Letter families/formation  
focused  
on:**

The 'curly caterpillar' family c, a, d, e,  
g, s  
Capitals with one lift R, T, X, Y  
Assess and review - observe process  
not product

**Transcription  
– spelling**

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Following ELS Essential Spelling Programme:**

	Focus	Common Exception Words
Week 1	el, le, al	eye, could, should, would
Week 2	-ed	who, whole, looked, called

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Following ELS Essential Spelling Programme:**

	Focus	Common Exception Words
Week 1	contractions, possessive apostrophes	Mr, Mrs, parents, they're

Week 3	-er	clothes, busy
Week 4	-y, -est, -ing	people, water
Week 5	Homophones (see NC list)	
Week 6		

Week 2	drop e, adding -ing	January, February, March
Week 3	drop e, adding -ed	April, May, June
Week 4	drop e, adding -er	July, August
Week 5	drop e, adding -y, drop e, adding -est	September, October, November, December
Week 6	-tion	

### Reading- key objectives

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.

Pupils should be taught to:

#### Word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
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- re-read these books to build up their fluency and confidence in word reading

#### Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

	<ul style="list-style-type: none"> <li>● discussing the sequence of events in books and how items of information are related</li> <li>● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, being introduced to non-fiction books that are structured in different ways</li> <li>● recognising simple recurring literary language in stories and poetry, discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>● discussing their favourite words and phrases</li> <li>● continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>● drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>● making inferences on the basis of what is being said and done</li> <li>● answering and asking questions</li> <li>● predicting what might happen on the basis of what has been read so far</li> <li>● participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>		
<p><b>Focus (highlight chosen focus)</b></p>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>

## SUMMER TERM

<b>Curriculum focus/links</b>	<p><b>History</b> - How do seashores change over time?  <b>Geography</b> - The North East Coast  <b>Science</b> - Living Things and their Habitat  <b>RE</b> - Buddhism</p>		
<b>Genre and Text/Focus</b>	<p style="text-align: center;"><b>Frog Belly Rat Bone</b></p>	<p style="text-align: center;"><b>Link to topic – female/diverse</b></p>	<p style="text-align: center;"><b>Poetry</b>  <b>What am I by Joe Peters/Animal Riddle by Pie Corbett/Teaser by Tony Mitten</b></p>
<p style="text-align: center;">Writing Outcome</p>	<p style="text-align: center;">Finding tales (plot focus)</p>	<p style="text-align: center;">Diary entry</p>	<p style="text-align: center;">Riddles</p> <p>The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry.</p> <p>The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?'</p> <p>The mood of the poem is light-hearted.</p>
<b>Vocabulary, Grammar and Punctuation</b>	<p>Apostrophes to mark singular possession          Correctly use simple and progressive form of verbs          Use both coordinating and subordinating conjunctions e.g. and, or, but, when, if, because          Use conjunctions to move the story on e.g. first, after that, unfortunately          Use expanded noun phrases to describe character – link to suffixes in spelling          Use capital letters and full stops, question marks and exclamation marks to demarcate sentences in <i>all</i> of their writing.</p>	<p>Use both coordinating and subordinating conjunctions e.g. and, or, but, when, if, because          Correctly use simple and progressive form of verbs          Correct use of past tense (both simple and progressive)          Use 1st person pronouns consistently          Use capital letters and full stops, question marks and exclamation marks to demarcate sentences in <i>all</i> of their writing.</p>	<p>Listen to and discuss a wide range of poems recognising and joining in with predictable phrases          learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Reading, performing, choral, echo reading etc          Learn off by heart</p>

week 1	Recognising and using questions
week 2	Recognising and using commands
week 3	Recognising and using exclamations
week 4	Recognising and using statements
week 5	All four sentence types

week 1	Recognising simple past and present tense
week 2	Using simple past and present tense
week 3	Recognising past progressive tense
week 4	Using past progressive tense
week 5	Recognising present progressive tense
week 6	Using present progressive tense

**Transcription  
–  
handwriting**

**ELS letter formation plus:**

- form lower-case letters of the correct size relative to one another
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**Letter families/formation focused on:**

The 'curly caterpillar' family f, q, o  
 Capitals with two or more lifts A, E,  
 F, H, I  
 Assess and review - observe process  
 not product

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- form lower-case letters of the correct size relative to one another
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- use spacing between words that reflects the size of the letters

**Letter families/formation focused on:**

The 'zig-zag' family z, y, w, x  
 Capitals without lifting V, W, Z  
 Assess and review - observe process  
 not product

**Transcription  
– spelling**

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Following ELS Essential Spelling Programme:**

	Focus	Common Exception Words
Week 1	-ment	only
Week 2	-ly	could, should, would
Week 3	-ful	again, half, money
Week 4	-less	every, everybody, even
Week 5	-less/-ful and -ly	
Week 6	-less/-ful and -ness	

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Following ELS Essential Spelling Programme:**

	Focus	Common Exception Words
Week 1	drop y, adding i, add -ed	clothes, busy
Week 2	drop y, adding i, add -es	move, prove, improve
Week 3	drop y, adding er or -est	
Week 4	add y, add - est or -est	
Week 5	Homophones (see NC list)	

**Reading- key  
objectives**

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading

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<p><b>Focus (highlight chosen focus)</b></p>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>
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