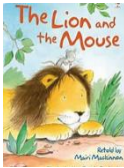
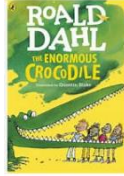

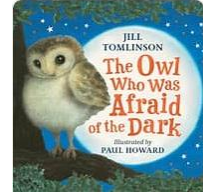




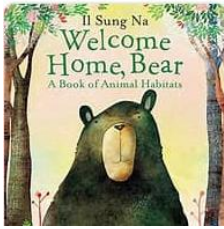
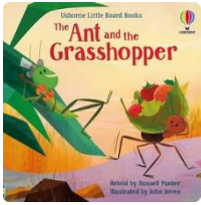


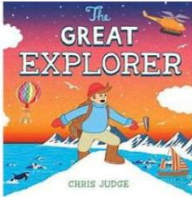

## ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 2

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.
- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

### Autumn 1

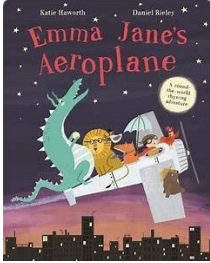
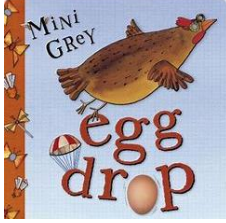
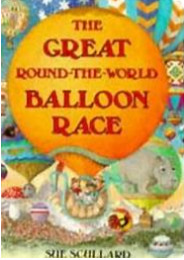
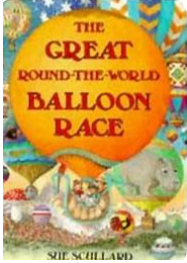
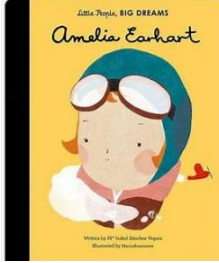
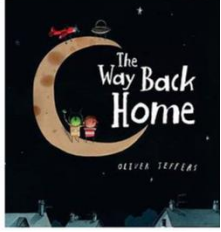
Autumn 1									
Science –Habitats				History- How Schools were Different in the Past					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
<b>Text and Genre</b>			Retell-The Lion and The Mouse 	Retell- The Enormous Crocodile 	Retell- Tropical Terry 	Diary Entry 	Retell -The Great Kapok Tree (Retell animals coming down.) 	Non-Chronological Report - Habitats 	
<b>Year 2 Genre Progression</b>	Handwriting gaps from handwriting tracker. Revision and consolidation of previous year group skills using dictation. Set expectations for handwriting, presentation and editing.		May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	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 looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions)	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language	
<b>Handwriting –Lower case letters are the same height.</b>									
<b>Year 2 Grammar and Punctuation</b>			<b>Use a wider range of time words (time adverbial / time adverb) at the start of my sentences.</b>	<b>Use a wider range of openers at the start of my sentences.</b>	Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.	<b>Use the conjunctions 'because', 'that' and 'and' in fiction writing. Use the present and past tense correctly.</b>	<b>Use an expanded noun phrase (noun phrase) using one or more adjectives.</b>	Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.	
<b>Year 2 Spelling</b>	Teach children to use ACE dictionaries where appropriate.		<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>						
			Week 1 - Book 2A - Unit 1 - The or spelt a before l and ll Week 2 - Book 2A - Unit 2 - soft c	Book 2A - Unit 3 - adding the suffix -y	Book 2A - Unit 4 - adding the suffix -y	Book 2A - Unit 5 - Adding the suffix -ly	Book 2A - Unit 6 - The n sound spelt kn and gn	Book 2A - Unit 7 - The igh sound spelt y	

**ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 2**

Autumn 2						
Science –Micro Habitats			Geography: Would you prefer to live in a hot or cold place?			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Text and Genre</b>	Retell- Welcome Home Bear 	Retell – The Ant and the Grasshopper 	Retell-The Bug Collector 	Instructions- How to Make a Bug Hotel 	Retell- The Explorer 	Retell -The SnowMan (A section of it- The North Pole) 
<b>Year 2 Genre Progression</b>	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.
<b>Handwriting</b> - Leave equal spaces between words.						
<b>Year 2 Grammar and Punctuation</b>	<b>Use the conjunction 'but'.</b>	Use a wider range of question openers and end with a question mark.	Consolidation of previously taught skills.	Recognise and write a command sentence with a 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).	Consolidation of previously taught skills.
<b>Year 2 Spelling</b>	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
	Book 2A - Unit 8 - Adding the suffix -ing	Book 2A - Unit 9 - Adding the suffix - ing	Book 2A - Unit 10 - The j sound.	Book 2A - Unit 11 - The o sound spelt a after w and qu	Book 2A - Unit 12 - Adding the suffix -ed	Book 2A - Unit 13 - Adding suffix -ed

**ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 2**

**Spring 1**

		History-How do we learn to Fly?		Science-Uses of Everyday Materials			
		Week 7	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Text and Genre</b>	Retell		Retell- Egg Drop 	Retell the opening Section 	Setting Description 	Recount – The Life of Amelia Earhart 	Retell- The Way Back Home 
	<b>Year 2 Genre Progression</b>	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Describe using the senses – what the character can see, hear, smell, touch and how they feel Identify where – using prepositions Similes Expanded Noun Phrase Range of openers (Far away, In the distance) Past tense If the setting writing is part of a story, rhetorical questions relating to the characters may be asked.	Past perfect tense. Range of emotions to describe feelings. Paragraphs for time order of events. Concluding paragraph.	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year
<b>Handwriting-</b> Start using some of the horizontal strokes to join letters.							
<b>Year 2 Grammar and Punctuation</b>	Use commas in a list (to list adjectives in a sentence).	Consolidation of previously taught skills.	Use the conjunctions 'because', 'that' and 'and' in fiction writing.	Consolidation of using expanded noun phrase (noun phrase) using one or more adjectives.	Use <b>when</b> and if as openers/at the start of a sentence.	Recognise and write an exclamative sentence using What or How.	
<b>Year 2 Spelling</b>	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023						
	Book 2A - Unit 14 - Adding the suffix - ed	Book 2A - Special Focus 1 & 3 - Red words	Book 2A - Special Focus 2 & 4 - Homophones	Book 2A - Special Focus 5 - Contractions & apostrophes	Book 2A - Special Focus 6 - The u sound spelt o and the or sound spelt ar after w	Book 2A - Special Focus 7 - Possessive apostrophes.	


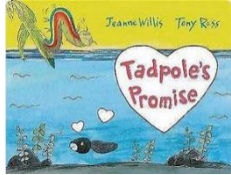



ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 2

Spring 2

Geography: Why is Our World Wonderful?

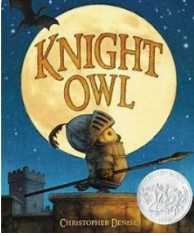

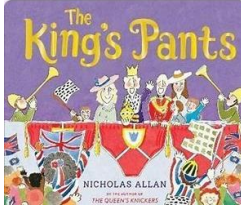

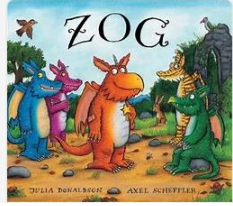
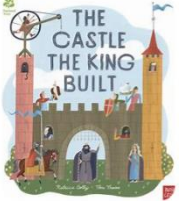
Science – Life Cycles and Health

Handwriting- Start using some of the horizontal strokes to join letters.

	Week 6	Week 1	Week 2	Week 3	Week 4
Text and Genre	<p>Diary Entry</p> 	<p>Retell- <i>The Tadpole's Promise</i></p> 	<p>Explanation- The Life Cycle of a Butterfly</p> 	<p>Riddle- A butterfly</p> 	<p>Information Leaflet/Non-Chronological Report Ways to Keep Healthy</p> 
Year 2 Genre Progression	<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 looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions)</p>	<p>May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.</p>	<p>Title Brief introduction Scientific language Subheadings provided by the teacher Paragraphs Facts and appropriate order</p>	<p>What am I? Openers New clue, new line. Present tense. , but Conjunctions – and, that, When, If, or, because. Tease the reader. Commas in a list. Adjectives</p>	<p>Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language</p>
Year 2 Grammar and Punctuation	<p>I can use an apostrophe to show contraction in my written work.</p>	<p>Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.</p>	<p>Use the conjunctions 'because', 'that' and 'and' in non-fiction writing. <b>Use when and if as openers/at the start of a sentence.</b></p>	<p><b>Use the conjunction 'or'.</b></p>	<p>Use a question in non-fiction writing. Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.</p>
Year 2 Spelling	<p><i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i></p>				
	<p>Book 2B - Unit 1 - The r sound spelt wr</p>	<p>Book 2B - Unit 2 - Adding the suffixes -er or -est</p>	<p>Book 2B - Unit 3 - adding the suffixes - er or -est</p>	<p>Book 2B - Unit 4 - Adding the suffixes -er or -est.</p>	<p>Book 2B - Unit 5 - The ee sound spelt ey</p>

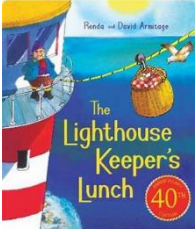
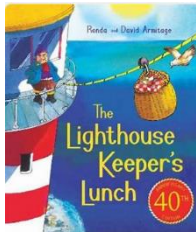
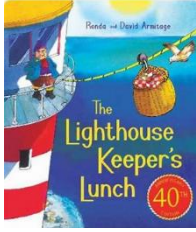



**ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 2**

**Summer 1**

History- What is a Monarch?							Science- Plant Growth				
Week 5		Week 1		Week 2		Week 3		Week 4		Week 5	
Text and Genre	Retell	Dragon Slayer – Character Description (Knight and Dragon)	Retell- The King’s Pants	Recount of trip Bolsover Castle	Retell- Zog	Information Page on the features of a Castle					
											
Year 2 Genre Progression	<p>May create a story map or use pictures as prompts</p> <p>Description of the character and setting</p> <p>No comma would be used after the fronted adverbial opener until Year 3.</p>	<p>Present tense</p> <p>Separate character description</p> <p>Describe how the character looks using adjectives and simple similes</p> <p>Use because / when to describe their personality and actions</p> <p>Use an ! in an exciting sentence</p> <p>Include how other characters feel about the character I am describing</p> <p>Say what I like / dislike about the character. Identify where – using prepositions</p> <p>Select effective vocabulary and up level. Begin to experiment with word order in sentence structure, -ly adverbs to describe how an action was performed</p>	<p>May create a story map or use pictures as prompts</p> <p>Description of the character and setting</p> <p>No comma would be used after the fronted adverbial opener until Year 3.</p>	<p>Chronological events</p> <p>5w’s to introduce</p> <p>Use proper nouns</p> <p>Emotions to describe feelings (I was excited when....)</p> <p>Final statement (My favourite part was...)</p> <p>Details to interest the reader</p> <p>Exclamative sentence to close</p>	<p>May create a story map or use pictures as prompts</p> <p>Description of the character and setting</p> <p>No comma would be used after the fronted adverbial opener until Year 3.</p>	<p>Title</p> <p>Introduction</p> <p>Include question</p> <p>Subheadings (given)</p> <p>Paragraphs (from given structure)</p> <p>Scientific/technical language</p>					
	<b>Handwriting- Start to join handwriting.</b>										
Year 2 Grammar and Punctuation	To use effective word choices and create a list of adjectives to describe a noun.	Use an apostrophe to show singular possession.	Use a comma to separate adjectives when describing a noun.	Write in the progressive past tense.	Consolidation of previously taught skills.	Consolidation of using the conjunctions ‘because’, ‘that’ and ‘and’ in non-fiction writing.					
	<p><i>*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i></p>										
Year 2 Spelling	Book 2B - Unit 6 - Adding the suffix -ness	Book 2B - Unit 7 - Adding the suffix -ness	Book 2B - Unit 8 - Words ending in -le	Book 2B - Unit 9 - Words ending in -el	Book 2B - Unit 10 - Words ending in -al	Book 2B - Unit 11 - Adding the suffix -ful					

**ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 2**

**Summer 2**

Science – Making Connections			Geography – What is it Like to Live by the Coast			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Text and Genre</b>	Retell 	Diary 	Instructions- How to make Seagull Proof Sandwiches 	Retell- Clean Up 	Setting Description 	Free Verse Poetry linked to the Coast 
<b>Year 2 Genre Progression</b>	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	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 looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions)	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Describe using the senses – what the character can see, hear, smell, touch and how they feel Identify where – using prepositions Similes Expanded Noun Phrase Range of openers (Far away, In the distance) Past tense If the setting writing is part of a story, rhetorical questions relating to the characters may be asked.	Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.
<b>Handwriting-</b> Start to join handwriting.						
<b>Year 2 Grammar</b>	Consolidation of previously taught skills.	Write in the progressive present tense. (At the beginning of the diary.)	Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence opener.	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Consolidation of previously taught skills.
<b>Year 2 Spelling</b>	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					
	Book 2B - Unit 12 - Adding the suffix -less	Book 2B - Unit 13 - Adding the suffix -ment	Book 2B - Unit 14 - Words ending in -tion	Book 2B - Unit 15 - Adding the suffix -es	Book 2B - Special Focus 1 - red words Book 2B - Special Focus 2 & 4 - Homophones Book 2B - Special focus 3 - words ending in -il and words where s makes the zh sound.	Book 2B - Special focus 5 - The ir sound spelt or after w Book 2B - Special focus 6 - Contractions and apostrophes Book 2B - Special focus 7 - Possessive apostrophes.