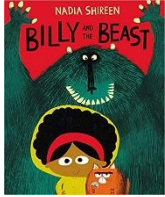





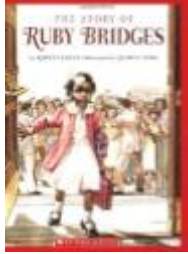

Writing Curriculum: Year Two Autumn Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use adjectives to describe nouns	To be able to demarcate sentences using capital letters at the start and full stops	 <p>Billy and the Beast by Nadia Shireen</p>	Retelling a story	To be able to write poetry	Retell the story of Billy and the Beast.	
2	To be able to write simple (single clause) sentences	To be able to demarcate sentences using capital letters at the start and full stops					
3	Extended Writing Week						
4	To be able to write simple (single clause) sentences	To be able to demarcate sentences using capital letters at the start and full stops	 <p>Goldilocks and Just the One Bear by Leigh Hodgkinson</p>	Character description	To be able to write for different purposes	Describe both of the main characters in the story using vivid descriptive language.	
5	To be able to write compound (multi clause) sentences using the coordinating conjunction 'and'	To be able to demarcate sentences using capital letters at the start and end with question marks – Questions are a great way of starting a non-chronological report					
6	Extended Writing Week						

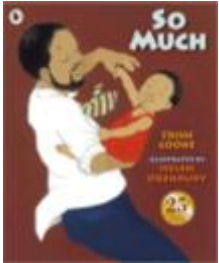
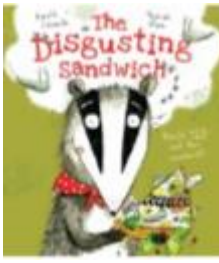
Writing Curriculum: Year Two Autumn Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to write complex (multi clause) sentences using the subordinating conjunction 'because'	To be able to demarcate sentences using capital letters at the start and full stops	 <p>Don't Touch my Hair by Sharee Miller</p>	Retelling a story	To be able to write for different purposes	Retell the story of Don't Touch my Hair!	Invite a hairdresser in to address the class.
2	To be able to write complex (multi clause) sentences using the subordinating conjunction 'because' or 'and'	To be able to demarcate sentences using capital letters at the start and end with question marks – <i>Questions are a great way of starting a set of instructions.</i>					
3	Extended Writing Week						
4	To be able to write expanded noun phrases for description and specification	To be able to identify and sort words into common groups – adjectives, nouns, verbs	 <p>Once Upon an Ordinary School Day by Colin McNaughton and Satoshi Kitamura</p>	Setting description	To be able to plan by writing down ideas and/or key words, including new vocabulary To be able to write narratives about personal experiences and those of others (real and fictional)	Listen to a piece of music and describe it using lots of powerful adjectives.	
5	To be able to write expanded noun phrases for description and specification	To be able to identify and sort words into common groups – adjectives, nouns, verbs					
6	Extended Writing Week						

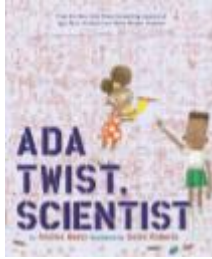
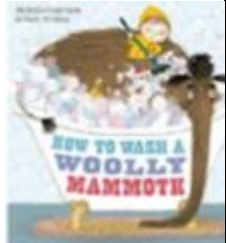
Writing Curriculum: Year Two Spring Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to write expanded noun phrases for description and specification	To be able to demarcate sentences using capital letters at the start and end with a full stop	 <p>The Story of Ruby Bridges by Robert Coles</p>	Biography	To be able to write poetry	Write about Ruby Bridge's life. Try to use lots of the words you learned during history lessons when writing the biography.	
2	To be able to write exclamation sentences	To be able to demarcate sentences using capital letters at the start and end with a full stop					
3	Extended Writing Week						
4	To be able to write compound (multi clause) sentences using the coordinating conjunction 'or'	To be able to write exclamation sentences	 <p>Rosa Parks (Little People, BIG DREAMS) by Lisbeth Kaiser</p>	Diary	To be able to write narratives about personal experiences and those of others (real and fictional)	Imagine that you are Rosa Parks. After get-ting in trouble with the police just for sitting on a bus you sit down and write in your diary. How do you feel? What happened to you to-day? Remember, you are Rosa. Use words like I, ME and MY.	
5	To be able to write compound (multi clause) sentences using the coordinating conjunction 'but'	To be able to use adjectives to describe nouns					
6	Extended Writing Week						

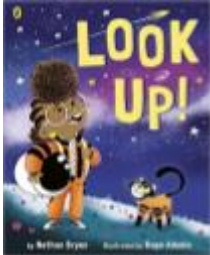

Writing Curriculum: Year Two Spring Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to write complex (multi clause) sentences using the subordinating conjunction 'where'	To be able to use adjectives to describe nouns	 <p>So Much! by Trish Clarke</p>	Retelling a story	To be able to write narratives about personal experiences and those of others (real and fictional)	In your own words, retell the story of So Much. Use sequencing words to show the order that the people arrived at the house.	
2	To be able to write complex (multi clause) sentences using the subordinating conjunction 'that'	To be able to use commas in making lists					
3	Extended Writing Week						
4	To be able to write complex (multi clause) sentences using the subordinating conjunction 'if'	To be able to use commas in making lists	 <p>The Disgusting Sandwich by Gareth Edwards</p>	Instructions	To be able to evaluate their writing with the teacher and other pupils	Make your own disgusting sandwich. The more disgusting the better! Then write a set of instructions telling someone else how to make your sandwich.	Visit a kitchen – Pizza Express used to do school trips. Invite a chef in to address the class.
5	To be able to use commas in making lists	To be able to use adjectives to describe nouns					
6	Extended Writing Week						

Writing Curriculum: Year Two Summer Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to write expanded noun phrases for description and specification	To be able to use apostrophes for contracted forms	 <p>Ada Twist, Scientist by Andrea Beaty</p>	Information text	To be able to read aloud what they have written with appropriate intonation to make the meaning clear	Ada has big ambitions to be a scientist. Write a non-chronological report explaining what a scientist does.	Invite a guest speaker from the world of STEM in to address the class.
2	To be able to write expanded noun phrases for description and specification	To be able to use apostrophes for contracted forms					
3	Extended Writing Week						
4	To be able to write complex (multi clause) sentences using the subordinating conjunction 'when'	To be able to demarcate sentences using capital letters at the start and end with question marks	 <p>How to Wash a Woolly Mammoth by Michelle Robinson</p>	Instructions	To be able to write for different purposes	The local zoo has a woolly mammoth but it's a very dirty woolly mammoth! They need a set of instructions for how to wash it and get it clean!	Zoo visit – speak to a zoo keeper about their job.
5	To be able to write complex (multi clause) sentences using a range of subordinating conjunctions	To be able to demarcate sentences using capital letters at the start and end with exclamation marks					
6	Extended Writing Week						

Writing Curriculum: Year Two Summer Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	Revision: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	To be able to write expanded noun phrases for description and specification	 <p>Look Up! by Nathan Bryon</p>	Character description	To be able to write for different purposes		
2	Revision: use some subordination (e.g. when / if / that / because) to join clauses	To be able to write expanded noun phrases for description and specification					
3	Extended Writing Week						
4	Revision: use co-ordination (e.g. or / and / but) to join clauses	To be able to use commas in making lists	 <p>Wanted: The Perfect Pet by Fiona Robertson</p>	Wanted poster	To be able to write narratives about personal experiences and those of others (real and fictional)		
5	Revision: use the punctuation taught at key stage 1 mostly correctly	To be able to use commas in making lists					
6	Extended Writing Week						

Writing Curriculum: Sequence of Objectives

Year Two

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> 1. To be able to demarcate sentences using capital letters at the start and full stops 2. To be able to write compound (multi clause) sentences using the coordinating conjunction 'and' 3. To be able to use adjectives to describe nouns 4. To be able to use synonyms for frequently used adjectives and verbs 5. To be able to write complex (multi clause) sentences using the subordinating conjunction 'because' 6. To be able to write expanded noun phrases for description and specification 7. To be able to demarcate sentences using capital letters at the start and end with question marks. 8. To be able to write compound (multi clause) sentences using the coordinating conjunction 'or' 9. To be able to demarcate sentences using capital letters at the start and exclamation marks at the end 10. To be able to write exclamations 11. To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. 12. To be able to use commas in making lists 13. To be able to write compound (multi clause) sentences using the coordinating conjunction 'but' 14. To be able to write complex (multi clause) sentences using the subordinating conjunction 'when' 15. To be able to write complex (multi clause) sentences using the subordinating conjunction 'if' 16. To be able to write complex (multi clause) sentences using the subordinating conjunction 'where' 17. To be able to write complex (multi clause) sentences using the subordinating conjunction 'that' 18. To be able to use apostrophes for contracted forms – relate this to differences between spoken & written English 19. To be able to use the progressive form of verbs in the present and past tense to mark actions in progress 20. To be able to accurately and consistently use present tense and past tense throughout writing* 	<ol style="list-style-type: none"> 1. To be able to spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 2. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones 3. To be able to spell the past tense of regular verbs 4. To be able to spell common exception words 5. To be able to use the suffix –er to create comparative adjectives 6. To be able to use of the suffix –est to create superlative adjectives 7. To be able to use of the suffix –ly to turn adjectives into adverbs 8. To be able to spell more words with contracted forms 9. To be able to form nouns using suffixes such as –ness, –er and by compounding 10. To be able to add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly 11. To be able to use the possessive apostrophe (singular) 12. To be able to apply spelling rules and guidance, as listed in English Appendix 1. 	<ol style="list-style-type: none"> 1. To be able to plan or say out loud what they are going to write about 2. To be able to plan by writing down ideas and/or key words, including new vocabulary 3. To be able to read aloud what they have written with appropriate intonation to make the meaning clear 4. To be able to write about real events 5. To be able to write narratives about personal experiences and those of others (real and fictional) 6. To be able to write for different purposes 7. To be able to write poetry 8. To be able to plan by encapsulating what they want to say, sentence by sentence. 9. To be able to evaluate their writing with the teacher and other pupils 10. To be able to evaluate by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 11. To be able to evaluate by proof-reading to check for

	<p>13. To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>errors in spelling, grammar and punctuation</p>
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Handwriting Objectives

To be able to form lower-case letters of the correct size relative to one another

To be able to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

To be able to use spacing between words that reflects the size of the letters.

To be able to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

*Tense must be taught each week, as opposed to an independent LO