

Year 2 Writing Yearly Overview - Cycle B

Term	Text	Genre/ Main Written Pieces	NC Objectives
Autumn 1	Wolves Emily Gravett	<p>Fiction: Character Descriptions</p> <p>Nonfiction: Captions leaflet that will educate the townsfolk about wolves</p>	<p><u>Writing - composition</u></p> <p>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>To write narratives about personal experiences and those of others (real and fictional)</p> <p>To plan or saying out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p><u>Editing Writing</u></p> <p>To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>To proof-reading to check for errors in spelling, grammar and punctuation</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To write sentences with different forms: statement, question, exclamation, command</p> <p>To use sentence demarcation</p> <p>To be able to use apostrophes for omission & singular possession</p>

			learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Autumn 2	<p>Toys in Space</p> <p>Mini Grey</p>	<p>Fiction: Fantasy setting descriptions</p> <p>Non Fiction Posters Invitations Diary Entry</p>	<p><u>Writing- Composition</u></p> <p>To write narratives about personal experiences and those of others (real and fictional)</p> <p>To write poetry To write for different purposes</p> <p>To plan or saying out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p><u>Editing Writing</u></p> <p>To evaluate their writing with the teacher and other pupils</p> <p>To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>To proof-reading to check for errors in spelling, grammar and punctuation</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To write sentences with different forms: statement, question, exclamation, command</p> <p>To use the present and past tenses correctly and consistently including the progressive form</p>

			<p>To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>To use some features of written Standard English</p> <p>To use sentence demarcation</p> <p>To use commas in lists</p> <p>To use apostrophes for omission & singular possession</p> <p>To learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>
Spring 1	We are Water Protectors	<p>Non- Fiction Chronological report (life cycles)</p> <p>Fiction Character descriptions Protest posters</p> <p>Poetry List poem</p>	<p><u>Writing - composition</u></p> <p>To write about real events</p> <p>To write for different purposes</p> <p>To plan or saying out loud what they are going to write about</p> <p>To plan or saying out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p><u>Editing Writing</u></p> <p>To evaluate their writing with the teacher and other pupils</p>

			<p>To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>To be able to proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Writing - vocabulary, grammar and punctuation</u> sentences with different forms: statement, question, exclamation, command</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>To be able to use co-ordination (using or, and, or but)</p> <p>To use some features of written Standard English</p> <p>To have sentence demarcation</p> <p>To be able to use apostrophes for omission & singular possession</p>
<p>Spring 2</p>	<p>Owl and the Pussycat</p> <p>Edward Lear</p>	<p>Fiction: Fictitious interviews</p> <p>Non fiction: Lists</p> <p>Poetry Writing own versions of rhyming poem</p>	<p><u>Writing - composition</u></p> <p>To write about real events</p> <p>To write for different purposes</p> <p>To plan or saying out loud what they are going to write about</p> <p>To plan or saying out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p><u>Editing Writing</u></p>

			<p>To evaluate their writing with the teacher and other pupils</p> <p>To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>To be able to proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Writing - vocabulary, grammar and punctuation</u> sentences with different forms: statement, question, exclamation, command</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>To be able to use co-ordination (using or, and, or but)</p> <p>To use some features of written Standard English</p> <p>To have sentence demarcation</p> <p>To be able to use apostrophes for omission & singular possession</p>
Summer 1	Minpins Roald Dahl	Fiction Postcards Setting & character descriptions Non-fiction Danger Posters	<u>Writing - composition</u> To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To write narratives about personal experiences and those of others (real and fictional) To write for different purposes To plan or saying out loud what they are going to write about

			<p>To plan or saying out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p><u>Editing Writing</u></p> <p>To evaluate their writing with the teacher and other pupils</p> <p>To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>To be able to proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>To be able to use co-ordination (using or, and, or but)</p> <p>To use some features of written Standard English</p> <p>To have sentence demarcation</p> <p>To be able to use apostrophes for omission & singular possession</p>
Summer 2	The House Held up by trees		<u>Writing - composition</u>

	<p>Ted Kooster</p>	<p>Non Fiction Explanations Estate Agent advertisement</p> <p>Poetry</p>	<p>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>To write narratives about personal experiences and those of others (real and fictional)</p> <p>To write for different purposes</p> <p>To plan or saying out loud what they are going to write about</p> <p>To plan or saying out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p><u>Editing Writing</u></p> <p>To evaluate their writing with the teacher and other pupils</p> <p>To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>To be able to proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>To be able to use co-ordination (using or, and, or but)</p> <p>To use some features of written Standard English</p>
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			To have sentence demarcation
			To be able to use apostrophes for omission & singular possession

Handwriting and presentation -

Pupils should be taught to:

- 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 un-joined
- 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.

Writing - transcription - Taught using NoNonsense Spelling

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- learn to spell common exception words
- distinguish between homophones and near-homophones
- learn the possessive apostrophe (singular)
- learn to spell more words with contracted forms
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidelines from Appendix 1