

Year 2 Yearly Overview

Writing

	Half term 1	Half term 2
Autumn	<p>Jim and the Beanstalk-Raymond Briggs (The Literacy Tree)</p> <p>Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters</p> <ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters. • Write sentences that are sequenced to form a short narrative real or fictional (WT) • Write simple coherent narratives about personal experiences and those of others (real or fictional). • Demarcate some sentences with capital letters and full stops (WT). • Form lower-case letters in the correct direction, starting and finishing in the right place (WT). • Form lower-case letters of the correct size relative to one another in some of their writing (WT) • Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. 	<p>The Journey Home -Frann Preston-Gannon (The Literacy Tree)</p> <p>Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories</p> <p><i>As in autumn 1</i></p> <ul style="list-style-type: none"> • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Understand which letters, when next to each other are best left un-joined. • Write about real events, recording these simply and clearly. • Use the diagonal and horizontal strokes needed to join letters (GDS).
Spring	<p>The Minpins- Roald Dahl (The Literacy Tree)</p> <p>Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports, postcards</p> <p><i>As in autumn term</i></p> <ul style="list-style-type: none"> • Consider what he or she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. • Make simple additions, revisions and proof-reading corrections to their own writing. 	<p>The Owl and the Pussy Cat- Edward Lear (The Literacy Tree)</p> <p>Rhyming poems Letters, interviews, lists, instructions</p> <p><i>As in autumn term and spring 1</i></p> <ul style="list-style-type: none"> • Write about real events, recording these simply and clearly. • Read out loud what he/she has written with appropriate intonation to make the meaning clear. • Write poetry to develop positive attitudes and stamina.
Summer	<p>Ocean Meets Sky-Eric Fan and Terry Fan (The Literacy Tree)</p> <p>Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue</p> <p><i>As in autumn and spring term</i></p> <ul style="list-style-type: none"> • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. • Write simple coherent narratives about personal experiences and those of others (real or fictional). • Write effectively and coherently for different purposes, drawing on his or her reading to inform the vocabulary and grammar of his or her writing (GDS). • Make simple additions, revisions and proof-reading corrections to their own writing (GDS). 	<p>The Great Fire of London-Emma Adams (The Literacy Tree)</p> <p>Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates</p> <p><i>As in autumn, spring and summer 1</i></p> <ul style="list-style-type: none"> • Use the punctuation taught at KS1 mostly correctly (GDS). • As in autumn, spring and summer 1
	<p>Curriculum Enhancements:</p> <ul style="list-style-type: none"> • Hooks used to excite and engage children in writing projects. • Bookmaking to be taught directly and be available in the continuous provision. • Continual opportunities to write in the outdoor area, • Use of The Literacy Tree scheme. • Writing celebrated on proud patches/wow walls. 	

End of the Term Expectations:

Autumn	Spring	Summer
<p>Expected:</p> <ul style="list-style-type: none"> To write paragraph independently and re-read it to check it makes sense. To write stories with a clear structure. To use a capital letter and full stop for some of their sentences. <p>Exceeding:</p> <ul style="list-style-type: none"> To regularly use extended sentences. To use different sentence starters. To confidently innovate stories, changing not only events but choice of language and vocabulary. To independently make additions, revisions and corrections to their work. 	<p>Expected:</p> <ul style="list-style-type: none"> To think what they are going to write before they write it. To read aloud what they have written with intonation. To use neatly form, joined up handwriting. To make simple addition, revisions and corrections to their work with help. <p>Exceeding:</p> <ul style="list-style-type: none"> To think about what they are going to write before they write it, carefully considering how to make it interesting for the reader. 	<p>Expected:</p> <ul style="list-style-type: none"> To write effectively and coherently for different purposes, carefully considering their use of vocabulary and grammar. To write in different tenses accurately. To independently re-read their written work to check it makes sense and make simple corrections. To write two paragraphs, mostly punctuated accurately with full stops and capital letters and more complex punctuation when appropriate. To spell many phonically decodable words and many common exception words correctly using the sounds they have been taught in phonics lessons. <p>Exceeding:</p> <ul style="list-style-type: none"> To write confidently, and completely independently in a variety of genres. To regularly implement their own ideas into their writing and show 'flair' or exceptional accuracy. To use a wide range of rich and adventurous vocabulary, carefully chosen to suit the genre. To produce written pieces that flow, are easy to read and consider the impact on the reader.