

Year 2 Yearly Overview

Writing

| | Half term 1 | Half term 2 |
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| Autumn | <p>Short narratives T4W Instruction writing Handwriting lessons</p> <ul style="list-style-type: none"> Form lowercase letters of the correct size relative to one another in some of his/her writing. Use spacing between words that reflects the size of the letters. Use the diagonal and horizontal strokes needed to join letters Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. Write sentences that are linked thematically e.g. about personal experiences and those of others (real or fiction) <p style="color: green;">Write for different purposes to develop positive attitudes and stamina for writing- every half term</p> | <p>Letter writing Poetry Non- chronological report Modern communication Christmas Story</p> <ul style="list-style-type: none"> Form lowercase letters of the correct size relative to one another in most of his/her writing. Understand which letters, when next to each other are best left un-joined. Write poetry to develop positive attitudes and stamina. Consider what he or she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. Make simple additions, revisions and corrections to his/her own writing by evaluation their writing with the teacher and other pupils. Write about real events, recording these simply and clearly. |
| Spring | <p>Short narratives/T4W Book making (Bookweek) T4W</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 corrections to his/her own writing by proof-reading. | <p>Fact writing Poetry Newspaper report</p> <ul style="list-style-type: none"> Write sentences that are linked thematically e.g. about personal experiences and those of others (real or fiction) 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>Diary writing Fact writing</p> <ul style="list-style-type: none"> As in autumn and spring term Write effectively and coherently for different purposes, drawing on his or her reading to inform the vocabulary and grammar of his or her writing. Make simple additions, revisions and corrections to his/her own writing re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | <p>T4W Character Description Writing location</p> <ul style="list-style-type: none"> 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. RAFT used to ensure writing is planned with a clear purpose in mind. Writing on location | |

End of the Term Expectations:

| Autumn | Spring | Summer |
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| <p>Expected:</p> <ul style="list-style-type: none"> • To write paragraph independently and re-read it to check it makes sense. • To use neatly form, joined up handwriting. • To write stories with a clear structure. • To write poetry • To use a capital letter and full stop for many of their sentences. • To make simple addition, revisions and corrections to their work with help. <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. <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. • How much writing?? • 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. |

