

Year 2 Writing Curriculum Map



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Curriculum</p>	<p>Week 1 Word Collector Dear Teacher - Letters</p>  <p>Week 2-4 Jack and the beanstalk (focus on basic skills and short burst writing)</p>  <p>Week 5-7 Non-fiction - Instructions How to trap a stone giant</p>	<p>Week 1 Firework poems - repeating and descriptive - learn by heart!</p> <p>Week 2 - 4 The Last Polar Bears - letter writing</p>  <p>Week 5 TFW Owl Short Burst Writing</p> <p>Week 6 Retell the Christmas Story - RE link</p>	<p>Week 1-3 The Book of Butterflies Short Burst Descriptive Writing</p>  <p>Week 4 - 6 The Great Fire of London - Newspaper</p> 	<p>Week 1-3 Persuasive writing - Persuade someone to visit Kirkby Theme-park</p> <p>Week 4-6 Poetry - The Magic Box</p> 	<p>Week 1-4 Taking Flight Literacy Shed Video - Story Adventure</p>  <p>Week 5-6 Queens Non Chron Report</p>	<p>Week 1-3 The Dream Giver Story</p> <p>Week 4-5 The Big Book of Blue Report on sea creature</p>  <p>Week 6 At the beach - postcards</p> 

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<p>SPAG</p>	<p>Word Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>		<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>		<p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	
	<p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>					
<p>Class Reads</p>	<p>The Word Collector The Colour Monster Dear Teacher You can't take an Elephant on the bus Jack and the Beanstalk James and the Giant Peach From a Railway Carriage (poetry) Have you filled a bucket today (pshe link) Giraffes Can't Dance (GM)</p>	<p>The Rainbow Bear The Last Polar Bears The Snowflake Mistake - make snowflakes The Penguin who wanted to find out The Great Explorer - Chris Judge The Dot (pshe link)</p>	<p>Toby and the Great fire of London Vlad and the Great fire of London The Great Fire of London - Liz Gogerly Daisy and the trouble with London</p>	<p>Charlie and the Chocolate Factory Panda at the door Can I build another me? Your fantastic elastic brain The Magic Box</p>	<p>The Owl who was afraid of the dark Counting on Catherine Space Band</p>	<p>The Lighthouse Keeper's Lunch At the beach - Roland Harvey The Storm Whale The Big Book of the Blue The First Book of the Sea - poetry</p>