



Year 2 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Meerkat Mail Gunpowder Plot/Great Fire of London						
	<p>Narrative Retell a 3 part story that has a key central character.</p> <p>Transform for GDS Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p>SPAG <u>Punctuating sentences</u> Using a capital letter at the beginning of sentences, names of people and places.</p>	<p>Narrative Retell a 3 part story that has a key central character.</p> <p>Transform for GDS Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p>SPAG <u>Word classes</u> – Nouns, Adjectives & Verbs Nouns for names, places, animals & objects Adjectives to describe nouns Verbs – action words</p>	<p>Narrative Retell a 3 part story that has a key central character.</p> <p>Transform for GDS Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p>SPAG <u>Word classes</u> – Nouns, Adjectives & Verbs Nouns for names, places, animals & objects Adjectives to describe nouns Verbs – action words</p>	<p>Non-chronological report Use information from research to group and assemble information into a short non-chronological report.</p> <p>Transform for GDS Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p> <p>SPAG <u>Word classes</u> – Nouns, Adjectives & Verbs Nouns for names, places, animals & objects Adjectives to describe nouns Verbs – action words</p>	<p>Non-chronological report Use information from research to group and assemble information into a short non-chronological report.</p> <p>Transform for GDS Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p> <p>SPAG <u>Punctuation</u> Question marks Exclamation marks</p>	<p>Recount Write a simple first person recount linked to topical or personal experience maintaining past tense and consistent use of first person.</p> <p>Transform for GDS Write same recount as a third person recount.</p> <p>SPAG <u>Punctuation</u> Question marks Exclamation marks</p>	<p>Recount Write a simple first person recount linked to topical or personal experience maintaining past tense and consistent use of first person.</p> <p>Transform for GDS Write same recount as a third person recount.</p> <p>SPAG <u>Suffixes</u> -ness</p>
Autumn 2	The Three Little Pigs The Owl Who Was Afraid Of The Dark		Nocturnal Animal Poems		On Christmas Eve		
	<p>Narrative Retell a traditional tale –with repeated events using the rule of three.</p>	<p>Narrative Retell a traditional tale –with repeated events using the rule of three.</p>	<p>Poetry Explore adventurous word choices and explain the effect.</p>	<p>Recount Write a simple first person recount linked to</p>	<p>Letters Write a formal letter to Father Christmas. Show</p>	<p>Recount Write a simple first person recount linked to</p>	<p>Recount Write a simple first person recount linked to</p>



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	<p>Transform for GDS Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p>SPAG <u>Conjunctions</u> Coordination</p>	<p>Transform for GDS Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p>SPAG <u>Conjunctions</u> Subordination</p>	<p>Explore free verse, compare and contrast to structured poem. Note impact.</p> <p>SPAG <u>Punctuation</u> Question marks Exclamation marks</p>	<p>topical or personal experience maintaining past tense and consistent use of first person.</p> <p>Transform for GDS Write same recount as a third person recount.</p> <p>SPAG <u>Sentence types</u> Question, statement, exclamation and command</p>	<p>understanding of expanded nouns and punctuate with full stops and question marks.</p> <p>Transform to GDS To begin to use some adverbs, and a range of sentence openers independently.</p> <p>SPAG <u>Sentence types</u> Question, statement, exclamation and command</p>	<p>topical or personal experience maintaining past tense and consistent use of first person.</p> <p>Transform for GDS Write same recount as a third person recount.</p> <p>SPAG <u>Word classes</u> – Nouns, Adjectives & Verbs Nouns for names, places, animals & objects Adjectives to describe nouns Verbs – action words</p>	<p>topical or personal experience maintaining past tense and consistent use of first person.</p> <p>Transform for GDS Write same recount as a third person recount.</p> <p>SPAG <u>Suffixes</u> -er -est</p>
Spring 1	Not Now Bernard Amazing Grace						
	<p>Narrative Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p>Transform for GDS Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information</p>	<p>Narrative Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p>Transform for GDS Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information</p>	<p>Instructions Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p>Transform for GDS Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify</p>	<p>Instructions Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p>Transform for GDS Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify</p>	<p>Recount Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</p> <p>Transform for GDS Write same recount as a third person recount.</p> <p>SPAG <u>Tenses</u> Past and</p>	<p>Recount Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</p> <p>Transform for GDS Write same recount as a third person recount.</p> <p>SPAG <u>Tenses</u></p>	



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	<p>SPAG <u>Word classes</u> – Nouns Expanded noun phrases to clarify and specify.</p>	<p>SPAG <u>Apostrophes</u> - Singular and Plural Adding 's' to make a word plural. Where letters are missing in words (contractions) To indicate singular possession - the girl's book,</p>	<p>and add detail.</p> <p>SPAG <u>Commas</u> Using commas to make a list.</p>	<p>and add detail.</p> <p>SPAG <u>Commas</u> Using commas to make a list.</p>	<p>present tense</p>	<p>Past and present tense</p>	
Spring 2	<p>The Hodge-heg – Rules about crossing the road The Lighthouse Keepers Lunch</p>						
	<p>Recount Write a narrative recount in role. Write about a real experience.</p> <p>Transform for GDS Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change.</p> <p>SPAG <u>Apostrophes</u> - Singular and Plural Adding 's' to make a word plural. Where letters are missing in words (contractions)</p>	<p>Recount Write a narrative recount in role. Write about a real experience.</p> <p>Transform for GDS Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change.</p> <p>SPAG <u>Word classes</u> – Recap of Nouns, Adjectives, Verbs Introduction of Adverbs</p>	<p>Narrative Plan and tell a story in four parts with clear use of subordination and co- ordination.</p> <p>Transform for GDS Expand on the main event with a focus on use of verbs and adverbs.</p> <p>SPAG <u>Prefixes</u> un</p>	<p>Narrative Plan and tell a story in four parts with clear use of subordination and co- ordination.</p> <p>Transform for GDS Expand on the main event with a focus on use of verbs and adverbs.</p> <p>SPAG <u>Suffixes</u> Year 2: -ness -ful</p>	<p>Explanation Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.</p> <p>Transform to GDS Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific</p>		



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	To indicate singular possession - the girl's book,				audience. SPAG <u>Sentence types</u> Question, statement, exclamation and command		
Summer 1	Fantastic Mr Fox – Information report on foxes/Write letters to the farmers						
	<p>Narrative To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p>Transform for GDS Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>SPAG Revision for SATS</p>	<p>Narrative To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p>Transform for GDS Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>SPAG Revision for SATS</p>	<p>Narrative To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p>Transform for GDS Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>SPAG Revision for SATS</p>	<p>Non-chronological report Use the language and structural features in a specific form eg. leaflet.</p> <p>Transform for GDS Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p>SPAG <u>Homophones</u> Homophones and near homophones</p>	<p>Non-chronological report Use the language and structural features in a specific form eg. leaflet.</p> <p>Transform for GDS Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p>SPAG <u>Suffixes</u> -er -est</p>	<p>Persuasion Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p>Transform for GDS Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</p> <p>SPAG <u>Word classes – Verbs</u> Progressive form of verbs in the present and past tense (e.g., she is drumming, he was shouting).</p>	<p>Persuasion Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p>Transform for GDS Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</p> <p>SPAG <u>Word classes – Verbs</u> Progressive form of verbs in the present and past tense (e.g., she is drumming, he was shouting).</p>
Summer 2	Flat Stanley – Police Report for Chapter 2/ Write own adventure story for Stanley						
	<p>Narrative To plan and write a familiar story with a</p>	<p>Narrative To plan and write a familiar story with a</p>	<p>Recount Write a narrative recount in role.</p>	<p>Recount Write a narrative recount in role.</p>	<p>Explanation Write a series of extended</p>	<p>Explanation Write a series of extended</p>	



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	<p>range of sentence types – applying the skills of Year 2.</p> <p>Transform for GDS Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p>SPAG <u>Apostrophes</u> Apostrophes for Contractions</p>	<p>range of sentence types – applying the skills of Year 2.</p> <p>Transform for GDS Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p>SPAG Uplevelling Sentences</p>	<p>Write about a real experience.</p> <p>Transform for GDS Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change</p> <p>SPAG Consolidation of Year 2 objectives</p>	<p>Write about a real experience.</p> <p>Transform for GDS Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change</p> <p>SPAG Consolidation of Year 2 objectives</p>	<p>sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.</p> <p>Transform to GDS Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</p> <p>SPAG Consolidation of Year 2 objectives</p>	<p>sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.</p> <p>Transform to GDS Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</p> <p>SPAG Consolidation of Year 2 objectives</p>	
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