

CLIFTON-UPON-DUNSMORE CURRICULUM FOR WRITING YEAR 2

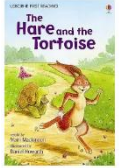
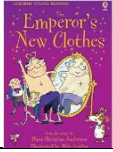
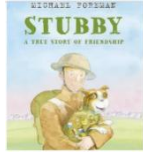
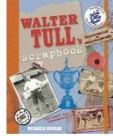
It is imperative the children are using the Key Indicator Skills confidently and accurately. These are displayed in bold. If a teacher feels that these skills are not secure, new non-key indicators should not be taught and a Key Indicator (that is appropriate to the genre) should be revisited during the Skills Lesson. Continued formative assessment of the children's Star Writes will drive this judgement.

Autumn 1

Science –Everyday Materials

History- WW1

Ongoing skills- Use the present and past tense correctly.

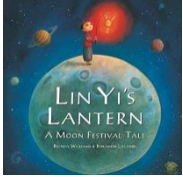
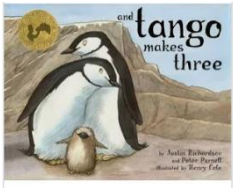
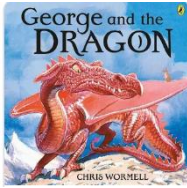
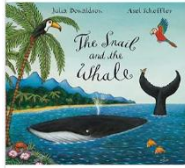
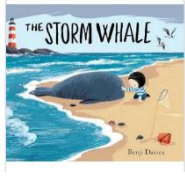
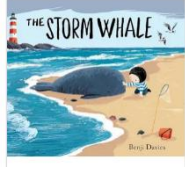
Text and Genre	Retell-The Hare and the Tortoise	Retell- Paper Dolls	Retell- The Emperor's New Clothes	Retell- Stubby	Recount- Walter Tull's Life	List Poem
						
Year 2 Genre Progression	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Chronological events Use proper nouns Details to interest the reader	A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.
Handwriting –Lower case letters are the same height.						
Year 2 Grammar and Punctuation	Use a wider range of time words (time adverbial / time adverb) at the start of my sentences.	Use a wider range of openers at the start of my sentences.	Use a wider range of question openers and end with a question mark.	Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.	Use 'and' to join words and to join clauses in sentences.	During Remembrance we think about... The brave soldiers that lost their lives The caring nurses that... Use an expanded noun phrase (noun phrase) using one or more adjectives.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

CLIFTON-UPON-DUNSMORE CURRICULUM FOR WRITING YEAR 2

Autumn 2

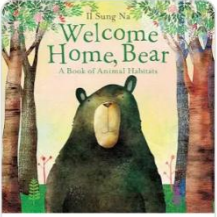
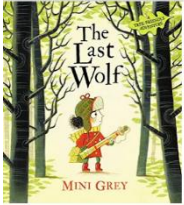
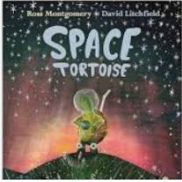
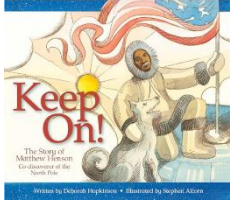
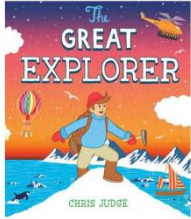
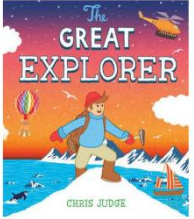
Science – Scientists and Inventors

Geography-Our World (Continents and Oceans)

Text and Genre	Retell- Lin Yi's Lantern	Retell- And Tango Made Three	Retell- George and the Dragon	Diary Entry- The Snail and the Whale	Retell- The Storm Whale	Instructions for keeping a whale!
						
Year 2 Genre Progression	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Includes a rhetorical question Informal language (contractions)	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing
Handwriting - Leave equal spaces between words.						
Year 2 Grammar and Punctuation	Use the conjunctions 'because' in fiction writing.	Consolidation of using the conjunction 'because' in fiction writing.	AfL	To write in the first person, I, My, We). Use commas in a list (to list nouns in a sentence).	Consolidation of previously taught skills.	Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

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Spring 1

History-Exciting Explorers				Science-Living Things and their Habitats		
Text and Genre	Retell- Welcome Home Bear 	Retell- The Last wolf 	Diary Entry- Space Tortoise 	Recount- Life of Matthew Henson 	Retell- The Great Explorer 	Instructions- How to be a Great Explorer 
	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Chronological events Use proper nouns Details to interest the reader	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing
Handwriting- Start using some of the horizontal strokes to join letters.						
Year 2 Grammar and Punctuation	Use the conjunction 'but'.	AfL	I can use an apostrophe to show contraction in my written work.	Use when as an opener at the start of a sentence.	Use commas in a list (to list adjectives in a sentence).	Use a question in non-fiction writing.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

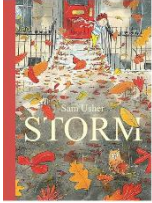
CLIFTON-UPON-DUNSMORE CURRICULUM FOR WRITING YEAR 2

Spring 2

Geography-Wonderful Weather

Science – Plants

Handwriting- Start using some of the horizontal strokes to join letters.

Text and Genre	Retell- The Leaf Thief 	Retell- Storm 	Diary Entry- Monsoon 	Retell- The Secret Sky Garden 	Informal Letter to parents asking for pots and seeds for outside area. 	Non- Chronological Report on different types of weather. 
Year 2 Genre Progression	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions)	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) More details Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off (given) Personal thoughts and feelings Informal (use contractions)	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language
Year 2 Grammar and Punctuation	Consolidation of previously taught skills.	Recognise and write an exclamative sentence using What or How.	Use if as an opener at the start of a sentence.	Use commas in a list (to list adjectives in a sentence).	Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.	Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

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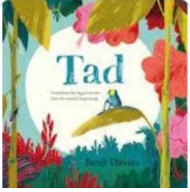
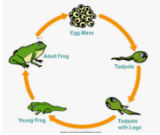
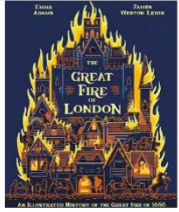
Summer 1

Start compiling a list of words containing the suffixes -ment, -less, -ful, -ly and -ness and display on the Working Wall. Include in wagolls, star words and modelled writing.

History- The Great Fire of London

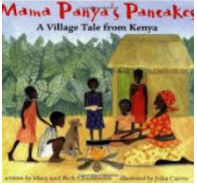
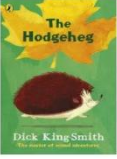
Science- Animals Including Humans

Ongoing skills- To use effective word choices and create a list of adjectives to describe a noun.

Text and Genre	Retell- Tad 	Explanation-The Life Cycle of a Frog 	Retell- Vlad and the Great Fire of London 	Diary Entry- Samuel Pepys 	Recount of the Great Fire of London (Book not essential) 
Year 2 Genre Progression	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Title Brief introduction Scientific language Subheadings provided by the teacher Paragraphs Facts and appropriate order	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'if') and includes a rhetorical question Informal language (contractions)	Chronological events 5w's to introduce Use proper nouns Details to interest the reader Exclamative sentence to close
Handwriting- Start to join handwriting.					
Year 2 Grammar and Punctuation	Consolidation of previously taught skills.	Use an apostrophe to show singular possession.	Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence opener.	Consolidation of using when and if as openers/at the start of a sentence.	Use a comma to separate adjectives when describing a noun.
Year 2 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>				

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Summer 2

DT			History- Sensational Safari (Kenya)		
Text and Genre	Retell- Mama Panya's Pancakes 	Retell- The Hodgeheg (Choose a section.) 	Instructions for how to cross the road safely. 	Riddle- African Animals 	Non- Chronological Report- African Animals 
	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Picture prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing	Riddle What am I? Openers New clue, new line. Present tense. , but Conjunctions – and, that, When, If, or, because. Tease the reader. Commas in a list. Adjectives	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language
Handwriting- Start to join handwriting.					
Year 2 Grammar and	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Use the conjunction 'or'.	Consolidation of previously taught skills.
Year 2 Spelling	**"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023				

These skills may need to be taught in stand-alone spag lessons-
Write in the progressive present tense.
Write in the progressive past tense.