



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

Curriculum Map: Writing Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text Types</b>	<p><b>Write to entertain</b> Tell me a Dragon by Jackie Morris – character descriptions and missing posters.</p> <p><b>Write to inform</b> Tell me a Dragon by Jackie Morris - instructions - How to trap a dragon</p>	<p><b>Write to inform</b> Meerkat Christmas by Emily Gravett – postcards</p> <p><b>Write to entertain</b> My Christmas Star - BBC film unit - narrative retelling.</p>	<p><b>Write to entertain</b> The Crow's Tale by Naomi Howarth – character description and narrative re-telling.</p> <p><b>Write to inform</b> Encyclopaedia of sports – non chronological report</p>	<p><b>Write to entertain</b> Pudding Lane – Literacy Shed – Great Fire of London diary entry.</p> <p><b>Write to entertain</b> Toby &amp; the Great Fire of London by Margaret Nash –narrative and setting description.</p>	<p><b>Write to entertain</b> The Colour Monster by Anna Llenas- character description poem.</p> <p><b>Write to entertain</b> The Magic Paintbrush by Julia Donaldson – Talk for writing - narrative reinventing and retelling.</p>	<p><b>Write to entertain</b> *Charlie and the Chocolate Factory by Roald Dahl – setting description and character description.</p> <p><b>Write to inform</b> Hibernation – non-chronological report.</p>

'Hooks' into writing expose children to high quality, vocabulary-rich texts or engaging visual stimulus which cover the 3 Cs – Contemporary, Classic & Cultural. Each of the hooks is a vehicle for providing children the opportunity to write a variety of text types which cover the 4 main purposes for writing: to entertain, to inform, to discuss and to persuade.  
For progression in genres: Reasons to write and progressions in genres  
For progression through spelling and grammar see: [English Appendix 1](#) and [English Appendix 2](#)

Writing	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
<p><b>Spelling</b></p> <p>Spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which 1 or more spellings are already known,</li> </ul>	<p>To form lower-case letters of the correct size relative to one another</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p>	<p><b>Develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul>	<p><b>To develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted</li> </ul>

<p>and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular)</li> <li>• distinguishing between homophones and near-homophones</li> </ul> <p>To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>To apply spelling rules and guidelines, as listed in <u>Year 2 Appendix</u></p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p><b><u>Consider what they are going to write before beginning by:</u></b></p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p><b><u>To make simple additions, revisions and corrections to their own writing by:</u></b></p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>forms and the possessive (singular)</p> <p><b><u>Learn how to use:</u></b></p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• learning the grammar for year 2</li> <li>• some features of written Standard English</li> </ul> <p>To use and understand the grammatical terminology in discussing their writing and reading.</p>
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