





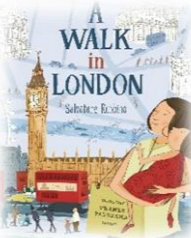


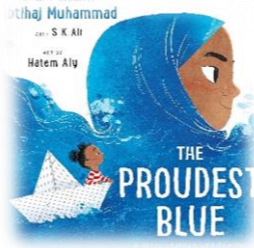


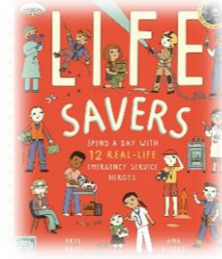

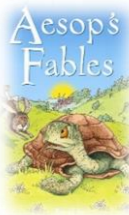



<p>Year 2 writing units</p> <p>Non-fiction Fiction Skills work Poetry I – Independent S – Scaffolded</p>	<p>Alternative fairytales Inside the Villains (Character description)</p>  <p>The three little wolves and the big bad pig.</p>    <p>Little Red Reading hood (retell the narrative).</p> <p>The True story of the three little Pigs. (Interview the three little Pigs)</p> <p>*share narratives with Year 1</p>	<p>London & the Queen/King The Queen’s Knickers, The Queen’s hat, The Queen’s handbag, Einstein the Penguin goes to London Zoo. Our King Charles (Eleanor Grey) and Little People Big Dreams King Charles.</p>   <p>Narrative Rewrite the Queen’s knickers as the King’s underpants or handkerchiefs including the ly.</p>  <p>A walk in London by Salvatore Rubbino or ‘The buildings that made London’.</p> <p>Use for grammar lesson on er and est then write a non-chronological report.</p>	 <p>Big People, Little Lives Basic biography (linked to history/science or other learning) including suffixes as either a grammar lesson or within the teaching. Use the suffixes but and so</p>  <p>Owl babies on Literacy Shed Rewrite the narrative using questions and exclamations Use the suffixes but and so</p>	 <p>The proudest blue Diary</p>  <p>Big book of blue Use the style to write a non-chronological report poster to answer a question (could link to topic)</p>  <p>The Magic box by Kit Wright Poetry</p>	 <p>Life-savers Non-chronological about jobs. When I grow up I want to</p> <p>Skills lessons on statement, questions, command.</p>  <p>Charity Writing experience (school choice) Recount of their visit Letter</p>	  <p>Aesop’s fables, Just so stories and cautionary tales Write their own cautionary tale/Aesop fables using videos and illustrated tales.</p> <p>https://www.youtube.com/watch?v=C_VqCyjd75E</p> <p>English KS1/KS2: Aesop's Fables - BBC Teach</p>
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Phonic & Whole word spelling	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly <ul style="list-style-type: none"> learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones See separate spelling curriculum document					
Other word building spelling		<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms 	<ul style="list-style-type: none"> add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 			
apply spelling rules and guidelines from Appendix 1						
Transcription	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 	<ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters form lower-case letters of the correct size relative to one another 	<ul style="list-style-type: none"> use spacing between words that reflects the size of the letters. form lower-case letters of the correct size relative to one another write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	<ul style="list-style-type: none"> use spacing between words that reflects the size of the letters. form lower-case letters of the correct size relative to one another write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	<ul style="list-style-type: none"> 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 unjoined form lower-case letters of the correct size relative to one another write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> 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 unjoined form lower-case letters of the correct size relative to one another write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters.
Contexts for Writing	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing for different purposes 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing for different purposes 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing for different purposes 	<ul style="list-style-type: none"> writing poetry writing for different purposes 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing for different purposes
Planning Writing	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 					
Drafting Writing	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 					
Editing Writing	Make simple additions, revisions and corrections to their own writing as they <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 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 proofreading to check for errors in spelling, grammar and punctuation 					

Performing Writing	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 					
Word	<ul style="list-style-type: none"> • Forming adjectives from nouns by adding suffixes (-ful, -less) including how the suffix changes meaning. 	<ul style="list-style-type: none"> • Forming adverbs from adjectives by adding suffixes (-er, -est, -ly) including how the suffix changes meaning. 	<ul style="list-style-type: none"> • Forming new nouns from suffixes (-er, -ness) including how the suffix changes meaning. 			
Sentence	<ul style="list-style-type: none"> • simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences. • use some features of written Standard English 		<ul style="list-style-type: none"> • co-ordination (using or, and, or but) to create sentences with two clauses. 	<ul style="list-style-type: none"> • subordination (using when, if, that, or because) to create sentence with two clauses. 	<ul style="list-style-type: none"> • how the grammatical patterns in sentences indicate their function: statement, question, exclamation, or command 	
Text	<ul style="list-style-type: none"> • correct and consistent use of the present and past tense throughout a piece of writing 			<ul style="list-style-type: none"> • use of the progressive form in the past and present tense (she is drumming, she was shouting) 		
Punctuation	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] 			<ul style="list-style-type: none"> • Commas to separate items in a list • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	
Terminology for pupils to use and understand	noun, noun phrase, adjective,	verb, adverb, apostrophe	compound, suffix	tense (past, present)	Comma, statement, question, exclamation, command	
Sentence types introduced	- Similes - 2A	-ly-ing-ed starters		- 2A		- Similes - 2A
Statutory word lists	fast Path grass pass even behind after I old again half	Christmas gold would who whole clothes busy money break steak sugar	past Father told every great class cold hold door floor	because pretty beautiful Parents child children bath water prove	Mr Mrs any many both Everybody most only improve people mind sure	kind poor could should move wild eye plant hour last climb find
Other words to cover	hopeful, thankful, colourful, wonderful, helpful, unhelpful, careful, fearful, helpless, hopeless, careless, fearless.	Bigger, smaller, biggest, smallest, tallest, larger, largest, busiest, shorter,	darkness, fearless, powerless, goodness, amazement, movement, enjoyment, mouthful, fearful, joyful,			

		shortlest, wider, widest, older, oldest.	boldness, quietly, patiently, slowly, hopefully, sweetly, softly, wisely, loudly, rudely.			
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