


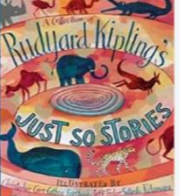
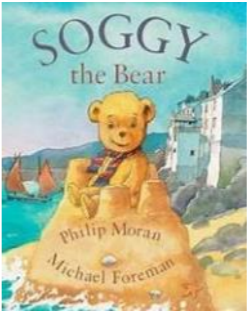





St Mewan Writing Curriculum



Year 2

<p>Year 2 writing units</p> <p>Non-fiction Fiction Skills work Poetry</p> <p><i>I – Independent</i> <i>S – Scaffolded</i></p>	<p>The Queen's handbag The Queen's knickers Skills level unit including word classes.</p> <p>Character Description (I/S)</p> 	<p>The Great Fire of London</p> <p>Diary (I) Character Description (S) Letter (I) Skills work (S)</p> 	<p>Rosa Parks</p> <p>Persuasive writing (I). Dreams and wishes (I). Autobiography (I).</p> 	<p>Experience Writing</p> <p>Malpas Park Recount Recounts (cross-curricular – Cats Protection, Family Reading, Prickles and Paws, Tortoise). (I)</p> <p>Just so stories Own Narrative (I)</p> 	<p>Soggy bear</p> <p>Narrative – 1st Person Narrative (I) Poems & Sea Shanties (S)</p> 	<p>Ann Glanville</p> <p>Newspaper (S)</p> 
<p>Sharing Writing</p>	<p>Y6</p>	<p>Y4</p>	<p>Y2 parallel class</p>		<p>Reception</p>	<p>Y5</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 					
<p>Other word building spelling</p>			<ul style="list-style-type: none"> add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms 		
<p>apply spelling rules and guidelines from Appendix 1</p>						
<p>Transcription</p>	<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. 					
<p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far (continue for LA across the year).</p>						
<p>Handwriting</p>	<p>Develop positive attitude and stamina for writing as they:</p> <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 					
<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 	
<p>Contexts for Writing</p>	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events 					

	<ul style="list-style-type: none"> • writing poetry • 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	<p>Make simple additions, revisions and corrections to their own writing as they</p> <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 new nouns from suffixes (-er, -ness) including how the suffix changes meaning. • Forming adjectives from nouns by adding suffixes (-ful, -less) including how the suffix changes meaning. • Forming adverbs from adjectives by adding suffixes (-er, -est, -ly) including how the suffix changes meaning. 			
Sentence	<ul style="list-style-type: none"> • co-ordination (using or, and, or but) to create sentences with two clauses. • 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. • how the grammatical patterns in sentences indicate their function: statement, question, exclamation, or command 	<ul style="list-style-type: none"> • co-ordination (using or, and, or but) to create sentences with two clauses. • subordination (using when, if, that, or because) to create sentence with two clauses. • how the grammatical patterns in sentences indicate their function: statement, question, exclamation, or command 	<ul style="list-style-type: none"> • co-ordination (using or, and, or but) to create sentences with two clauses. • subordination (using when, if, that, or because) to create sentence with two clauses. 	<ul style="list-style-type: none"> • co-ordination (using or, and, or but) to create sentences with two clauses. • subordination (using when, if, that, or because) to create sentence with two clauses. 	<ul style="list-style-type: none"> • co-ordination (using or, and, or but) to create sentences with two clauses. • subordination (using when, if, that, or because) to create sentence with two clauses.
Text			<ul style="list-style-type: none"> • use of the progressive form in the past and present tense (she is drumming, she was shouting) 	<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) • 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) • correct and consistent use of the present and past tense throughout a piece of writing
Punctuation	<p>Commas in List sentences Revisit ? and !</p>	Commas in List sentences ? and !	Commas in List sentences ? and !	Commas in List sentences ? and !	<p>Apostrophes for contraction and possession. Commas in List sentences ? and !</p>	<p>Apostrophes for contraction and possession. Commas in List sentences ? and !</p>
Terminology for pupils to use and understand	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma					

Sentence types introduced	2A	2A	2A	Boys 2A	2A Boys	Ly openers for GDS pupils if they are ready. 2A Boys
Statutory word list	pretty would gold Christmas class children because beautiful child everybody should any half	people water great told old improve everybody break after because would should again climb find pass	father parents who could everybody because would should past any fast mind sure told	grass behind most because would should path only move people past eye	cold clothes bath Mr Mrs wild kind last every hold eye because would should door hour half floor	many poor busy money both even because would should prove whole told <ul style="list-style-type: none"> • cross curricular – steak, sugar (food groups)

***Bold objectives indicate new learning.** Non-bold objectives indicate an opportunity to revisit, apply or consolidate previously taught skills.