

Year 2 English Writing Overview

	Autumn 1	Autumn 2								
Text	The Great Explorer (Fantasy Story)	The Dragon Machine (Adventure Story)								
Writers Role	writing a personal diary entry	Storyteller creating an adventure narrative								
Audience and Purpose	The explorer (writer) and readers sharing the adventure; to recount events, thoughts and feelings.	Children who enjoy adventure stories; to entertain with an imaginative alternative character and machine.								
Incidental writes	Character and setting profiles, description of survival kit, survival guide	Character description, setting description, letter writing, information leaflet, instructions.								
Unit outcome	<table><tr><th>Writing outcome</th><th>GDS outcome</th></tr><tr><td>To write a diary entry as an explorer</td><td>To write an extended diary entry as an explorer</td></tr></table>	Writing outcome	GDS outcome	To write a diary entry as an explorer	To write an extended diary entry as an explorer	<table><tr><th>Writing outcome</th><th>GDS outcome</th></tr><tr><td>To write an alternative story with a different character and machine</td><td>To write in the narrative style</td></tr></table>	Writing outcome	GDS outcome	To write an alternative story with a different character and machine	To write in the narrative style
Writing outcome	GDS outcome									
To write a diary entry as an explorer	To write an extended diary entry as an explorer									
Writing outcome	GDS outcome									
To write an alternative story with a different character and machine	To write in the narrative style									
Cross Curricular Writing Opportunities		Science - Fact file on a famous scientific inventor History – Journey of a significant individual as a diary								
Vocabulary	<table><tr><th>NC Word List Year 2</th><th>Vocabulary Development</th></tr><tr><td>mind floor because kind behind whole any child wild most</td><td>Explorer, Shocked, Resolved, Studied, Casting, Horizon, Ran aground, Unhitched, Coil, Bounde, Familiar, Satellite, Blizzard, Compass, Flares, Pick</td></tr></table>	NC Word List Year 2	Vocabulary Development	mind floor because kind behind whole any child wild most	Explorer, Shocked, Resolved, Studied, Casting, Horizon, Ran aground, Unhitched, Coil, Bounde, Familiar, Satellite, Blizzard, Compass, Flares, Pick	<table><tr><th>NC Word List Year 2</th><th>Vocabulary Development</th></tr><tr><td>both children climb only old many clothes cold gold hold</td><td>Undercarriage, Lumbered, Clicked and whirred, Wreckage, Noticed, Unseen, Ignored, Overlooked, Perched, Amongst, Havoc, Troublesome, Advice, Consulted, Encyclopedia, Dire warnings, Wilderness, Ventured</td></tr></table>	NC Word List Year 2	Vocabulary Development	both children climb only old many clothes cold gold hold	Undercarriage, Lumbered, Clicked and whirred, Wreckage, Noticed, Unseen, Ignored, Overlooked, Perched, Amongst, Havoc, Troublesome, Advice, Consulted, Encyclopedia, Dire warnings, Wilderness, Ventured
NC Word List Year 2	Vocabulary Development									
mind floor because kind behind whole any child wild most	Explorer, Shocked, Resolved, Studied, Casting, Horizon, Ran aground, Unhitched, Coil, Bounde, Familiar, Satellite, Blizzard, Compass, Flares, Pick									
NC Word List Year 2	Vocabulary Development									
both children climb only old many clothes cold gold hold	Undercarriage, Lumbered, Clicked and whirred, Wreckage, Noticed, Unseen, Ignored, Overlooked, Perched, Amongst, Havoc, Troublesome, Advice, Consulted, Encyclopedia, Dire warnings, Wilderness, Ventured									
Focus writing objectives	Use co-ordination (and or but) to write compound sentences. Most statements demarcated accurately with full stops and capital letters (including proper nouns) Some use of question marks	Use co-ordination (and or but) to write compound sentences. Use past and present tense mostly correctly throughout writing always correctly Use some expanded noun phrases to add description and detail Use conjunctions and pronouns to extend and link sentences								
WD Objectives	Greater awareness of the reader including more controlled use of the noun phrase.	Greater awareness of the reader including more controlled use of the noun phrase and adverbs. Accurate use of past and present tense. Subordination and coordination are well managed and used effectively to extend and link sentences.								

--	--	--

	Spring 1	Spring 2								
Text	Pirates Next Door (Adventure and Humour)	Toby and the Great Fire (NF Inormation Text)								
Writers Role	retelling a humorous adventure	Historian and non-fiction information writer								
Audience and Purpose	Audience and Purpose	Younger children or classmates; to entertain by retelling the Jolly Rogers' story clearly and engagingly.								
Incidental writes	Character study, setting description. diary write,, messages in a bottle	Setting description, fact sheet, information captions, diary write								
Unit outcome	<table><tr><th>Writing outcome</th><th>GDS outcome</th></tr><tr><td>To write a retell of the story</td><td>To write the next adventure for the Jolly Rogers and Matilda</td></tr></table>	Writing outcome	GDS outcome	To write a retell of the story	To write the next adventure for the Jolly Rogers and Matilda	<table><tr><th>Writing outcome</th><th>GDS outcome</th></tr><tr><td>To write an information text on the Great Fore of London</td><td>To write an information text on the Great Fore of London</td></tr></table>	Writing outcome	GDS outcome	To write an information text on the Great Fore of London	To write an information text on the Great Fore of London
Writing outcome	GDS outcome									
To write a retell of the story	To write the next adventure for the Jolly Rogers and Matilda									
Writing outcome	GDS outcome									
To write an information text on the Great Fore of London	To write an information text on the Great Fore of London									
Cross Curricular Writing Opportunities		Religion and Worldviews – Recount of the Easter story								
Vocabulary	<table><tr><th>NC Word List Year 2</th><th>Vocabulary Development</th></tr><tr><td>told every great break steak busy people pretty beautiful after</td><td>Anchoring, Ashore, Yonder, Scurvy Sea Dog, Cutlasses, Landlubbing, Gloomy, Trimmed, Allergic, Urchin, Rascal, Sneer, Neighbourhood, Blip, Disgraceful, Lice, Petition, Signatures</td></tr></table>	NC Word List Year 2	Vocabulary Development	told every great break steak busy people pretty beautiful after	Anchoring, Ashore, Yonder, Scurvy Sea Dog, Cutlasses, Landlubbing, Gloomy, Trimmed, Allergic, Urchin, Rascal, Sneer, Neighbourhood, Blip, Disgraceful, Lice, Petition, Signatures	<table><tr><th>NC Word List Year 2</th><th>Vocabulary Development</th></tr><tr><td>past father class water again grass pass plant fast last</td><td>Ash, Blaze, Combustible, Inferno, Extinguish, Scorch, Searing, Raging , Blistering, Fanned bakery, rebuild, cramped, demolish, dwellings, unhygienic, flee, rapidly, ruin</td></tr></table>	NC Word List Year 2	Vocabulary Development	past father class water again grass pass plant fast last	Ash, Blaze, Combustible, Inferno, Extinguish, Scorch, Searing, Raging , Blistering, Fanned bakery, rebuild, cramped, demolish, dwellings, unhygienic, flee, rapidly, ruin
NC Word List Year 2	Vocabulary Development									
told every great break steak busy people pretty beautiful after	Anchoring, Ashore, Yonder, Scurvy Sea Dog, Cutlasses, Landlubbing, Gloomy, Trimmed, Allergic, Urchin, Rascal, Sneer, Neighbourhood, Blip, Disgraceful, Lice, Petition, Signatures									
NC Word List Year 2	Vocabulary Development									
past father class water again grass pass plant fast last	Ash, Blaze, Combustible, Inferno, Extinguish, Scorch, Searing, Raging , Blistering, Fanned bakery, rebuild, cramped, demolish, dwellings, unhygienic, flee, rapidly, ruin									
Focus writing objectives	Some use of subordination (when if that because) to write complex sentences. Some use of commas to separate items in lists Write statements, questions, exclamations and commands appropriately. Some use of exclamations marks for effect	Some use of subordination (when if that because) to write complex sentences. Some use of commas to separate items in lists Write statements, questions, exclamations and commands appropriately. Some use of exclamations marks for effect								
WD Objectives	Spell most common exception words correctly. Use diagonal and horizontal stroked needed to join letters in most writing.	Greater awareness of the reader including more controlled use of the noun phrase and adverbs. Accurate use of past and present tense.								

Subordination and coordination are well managed and used effectively to extend and link sentences.

	Summer 1	Summer 2								
Text	Tidy (Persuasive Letter)	Jack and the Baked Beanstalk (Fairytales)								
Writers Role	iting a persuasive letter	Fairy-tale storyteller								
Audience and Purpose	Audience and Purpose	People responsible for changing the forest; to persuade them to protect the animals’ home and keep it tidy.								
Incidental writes	Persuasive letter, instructions, fact file, leaflets	Setting description, character description, diary entry, persuasive letter								
Unit outcome	<table><tr><th>Writing outcome</th><th>GDS outcome</th></tr><tr><td>To write a letter to persuade in role as Pete from the story</td><td>To write as another animal from the story (infer feelings about destruction of homes and untidiness)</td></tr></table>	Writing outcome	GDS outcome	To write a letter to persuade in role as Pete from the story	To write as another animal from the story (infer feelings about destruction of homes and untidiness)	<table><tr><th>Writing outcome</th><th>GDS outcome</th></tr><tr><td>To write an alternative Jack and the Beanstalk story.</td><td>To write a mixed up fairytale using chosen characters and settings from a known fairytale.</td></tr></table>	Writing outcome	GDS outcome	To write an alternative Jack and the Beanstalk story.	To write a mixed up fairytale using chosen characters and settings from a known fairytale.
Writing outcome	GDS outcome									
To write a letter to persuade in role as Pete from the story	To write as another animal from the story (infer feelings about destruction of homes and untidiness)									
Writing outcome	GDS outcome									
To write an alternative Jack and the Beanstalk story.	To write a mixed up fairytale using chosen characters and settings from a known fairytale.									
Cross Curricular Writing Opportunities	Science – Instructions on looking after plants									
Vocabulary	<table><tr><th>NC word list Year 2</th><th>Vocabulary Development</th></tr><tr><td>path bath hour move prove half money improve sugar could</td><td>patch, burr, snipping, grooming, scoured, feat, churned, succeeded</td></tr></table>	NC word list Year 2	Vocabulary Development	path bath hour move prove half money improve sugar could	patch, burr, snipping, grooming, scoured, feat, churned, succeeded	<table><tr><th>NC word list Year 2</th><th>Vocabulary Development</th></tr><tr><td>would sure eye should who Mr Mrs parents Christmas everybody even</td><td>Flyover, Construction, True worth , Tendril, Bone Shaking clunk, Back in a jiffy Fast Food, Council, Exchanged, Bathed, Curious, Wound , Squawked, Boomed, Wafted , Glimpse</td></tr></table>	NC word list Year 2	Vocabulary Development	would sure eye should who Mr Mrs parents Christmas everybody even	Flyover, Construction, True worth , Tendril, Bone Shaking clunk, Back in a jiffy Fast Food, Council, Exchanged, Bathed, Curious, Wound , Squawked, Boomed, Wafted , Glimpse
NC word list Year 2	Vocabulary Development									
path bath hour move prove half money improve sugar could	patch, burr, snipping, grooming, scoured, feat, churned, succeeded									
NC word list Year 2	Vocabulary Development									
would sure eye should who Mr Mrs parents Christmas everybody even	Flyover, Construction, True worth , Tendril, Bone Shaking clunk, Back in a jiffy Fast Food, Council, Exchanged, Bathed, Curious, Wound , Squawked, Boomed, Wafted , Glimpse									
Focus writing objectives	Begin to use apostrophes for singular possession in nouns, e.g. the dog’s tail, John’s hat always correctly. Write meaningful narratives selecting appropriate vocabulary, phrases and sentences that begin to show an awareness of the reader. Make appropriate additions, revisions and corrections when proofreading and editing (some prompting may be required, including discussion with the teacher).	Some use of -ly to turn adjectives into adverbs Some apostrophes for simple contracted forms Some words with contracted forms are spelt correctly Some use of verbs to mark actions in progress								

WD Objectives	Full range of punctuation is used mostly correctly including apostrophes for singular possession in nouns Begin to evaluate and edit word choice, grammar and punctuation in writing with some independence. A level of formality appropriate to the purpose of the writing is evident, e.g. mirroring the language used in traditional tales, appropriate vocabulary and structure for a letter of apology	Begin to evaluate and edit word choice, grammar and punctuation in writing with some independence. Spell most words with contracted forms. Add suffixes to spell most words correctly in their writing.
---------------	--	--