

## Class 2 writing overview Year A

|                             | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                               | Autumn 2                                                                                                                                                                                                                         |                                                                                                                                                          | Spring 1                                                                                       |                                                                                                                 | Spring 2                                                                                                                      | Summer 1                                                                                        | Summer 2                                                                                                                  |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Text                        | <ul style="list-style-type: none"> <li>- The Owl who was afraid of the dark</li> <li>- Instructions &amp; Cooking</li> <li>- Stories about the Wild</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                               | <ul style="list-style-type: none"> <li>- The Dark (short)</li> <li>- NONFICTION great fire of London</li> <li>- Christmas poems (short)</li> </ul>                                                                               |                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Emperor's Egg</li> <li>- The Frozen Worlds</li> </ul> |                                                                                                                 | <ul style="list-style-type: none"> <li>- Alternative traditional tales</li> </ul>                                             | <ul style="list-style-type: none"> <li>- Claude in the City</li> <li>- Mousehole Cat</li> </ul> | <ul style="list-style-type: none"> <li>- Ducks / Chickens</li> <li>- Stories about Lost Toys</li> </ul>                   |
| Writing Outcome             | Narrative writing<br>Non-Chronological report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Instructions                                                                                                  | Story writing &<br>Poetry                                                                                                                                                                                                        | Newspaper report                                                                                                                                         | Story writing                                                                                  | Non Chronological reports                                                                                       | Diary & letter                                                                                                                | Narratives                                                                                      | Narrative & Instruction writing                                                                                           |
| Grammar Objectives Year One | Sentence Structure: How words can combine to make sentences. How 'and' can join words and join sentences<br>Text Structure: Sequencing sentences to form short narratives<br>Punctuation: Separation of words with spaces. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I.<br>Terminology for pupils: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark                              |                                                                                                               |                                                                                                                                                                                                                                  |                                                                                                                                                          |                                                                                                |                                                                                                                 |                                                                                                                               |                                                                                                 |                                                                                                                           |
| Grammar Objectives Year Two | Punctuation: Recap of basic punctuation (throughout the year and at ALL writing opportunities)<br>Apostrophes are taught as part of spelling programme then revisited as appropriate depending on children's writing and the text.<br>Structure: Nouns phrases using adjectives<br>Cohesion: Tenses used correctly including progressive. (Tenses taught as part of spelling programme )<br>Modelled editing stations/sessions.<br>- Handwriting: See separate plan. Letter sizing and spacing relative to one another revisited daily and joins are taught when children are ready |                                                                                                               |                                                                                                                                                                                                                                  |                                                                                                                                                          |                                                                                                |                                                                                                                 |                                                                                                                               |                                                                                                 |                                                                                                                           |
|                             | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- And, or, but coordinating conjunctions.</li> <li>- Nouns phrases using adjectives.</li> </ul> Word Classes: Adverb, Verb, Adjective, Noun                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- Sentence forms: Command</li> </ul> | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- And, or, but coordinating conjunctions.</li> <li>- Because, if when subordinating conjunctions.</li> <li>- Nouns phrases using adjectives.</li> </ul> | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- Sentence forms: Exclamation</li> <li>- Apostrophe for contraction.</li> </ul> | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> </ul>                     | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- Sentence forms: Questions</li> </ul> | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- Tense including progressive tense (ing)</li> </ul> | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> </ul>                      | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- Apostrophe for singular possession.</li> </ul> |
| Sentence types              | <ul style="list-style-type: none"> <li>- Using 2A sentences EG: The glamorous, intelligent princess kissed the grotesque, warty frog.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                               |                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- BOYS sentence Using but, or, yet, so</li> </ul>                                                                 |                                                                                                |                                                                                                                 |                                                                                                                               |                                                                                                 |                                                                                                                           |

## Class 2 writing overview Year B

|                                           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                               | Autumn 2                                                                                                                                                                                                                         |                                                                                                                                                          | Spring 1                                                                                                                                                                             |                                                                                                             | Spring 2                                                                                                                      | Summer 1                                                                                                     | Summer 2                                                                                                                  |
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| Text                                      | <ul style="list-style-type: none"> <li>- We are Britain &amp; The Big book of the UK.</li> <li>- Traditional Tales and Fables</li> <li>- Instructions &amp; Cooking</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                               | <ul style="list-style-type: none"> <li>- George and the Dragon</li> <li>- Egg Box Dragon</li> <li>- Paper Bag Princess</li> <li>- MOTH</li> <li>- Christmas poems (short)</li> </ul>                                             |                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Lila and the secret of rain</li> <li>- Children of the World</li> <li>- Pets (Emily Gravett: Dogs, Matilda's Cat or Mog Stories)</li> </ul> |                                                                                                             | <ul style="list-style-type: none"> <li>- Titanic + NON FICTION</li> <li>- The Crow's Tale</li> <li>-</li> </ul>               | <ul style="list-style-type: none"> <li>- Wombat goes walk about</li> <li>- The Enormous Crocodile</li> </ul> | <ul style="list-style-type: none"> <li>- Honey Bees</li> <li>- Runaway Story</li> </ul>                                   |
| Writing Outcome                           | Narrative writing<br>Non-Chronological report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Instructions                                                                                                  | Poetry                                                                                                                                                                                                                           | Newspaper report                                                                                                                                         | Story writing                                                                                                                                                                        | Non Chronological reports                                                                                   | Diary & Narrative                                                                                                             | Narrative & Non chronological report                                                                         | Narrative & Instruction writing                                                                                           |
| Writing age related expectation: Year One | <p>Sentence Structure: How words can combine to make sentences. How 'and' can join words and join sentences</p> <p>Text Structure: Sequencing sentences to form short narratives</p> <p>Punctuation: Separation of words with spaces. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I.</p> <p>Terminology for pupils: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>                                      |                                                                                                               |                                                                                                                                                                                                                                  |                                                                                                                                                          |                                                                                                                                                                                      |                                                                                                             |                                                                                                                               |                                                                                                              |                                                                                                                           |
| Grammar Objectives Year Two               | <p>Punctuation: Recap of basic punctuation (throughout the year and at ALL writing opportunities)</p> <p>Apostrophes are taught as part of spelling programme then revisited as appropriate depending on children's writing and the text.</p> <p>Structure: Nouns phrases using adjectives</p> <p>Cohesion: Tenses used correctly including progressive. (Tenses taught as part of spelling programme )</p> <p>Modelled editing stations/sessions.</p> <p>- Handwriting: See separate plan. Letter sizing and spacing relative to one another revisited daily and joins are taught when children are ready</p> |                                                                                                               |                                                                                                                                                                                                                                  |                                                                                                                                                          |                                                                                                                                                                                      |                                                                                                             |                                                                                                                               |                                                                                                              |                                                                                                                           |
|                                           | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- And, or, but coordinating conjunctions.</li> <li>- Nouns phrases using adjectives.</li> </ul> <p>Word Classes: Adverb, Verb, Adjective, Noun</p>                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- Sentence forms: Command</li> </ul> | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- And, or, but coordinating conjunctions.</li> <li>- Because, if when subordinating conjunctions.</li> <li>- Nouns phrases using adjectives.</li> </ul> | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- Sentence forms: Exclamation</li> <li>- Apostrophe for contraction.</li> </ul> | - Awareness of audience.                                                                                                                                                             | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> </ul> <p>Sentence forms: Questions</p> | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- Tense including progressive tense (ing)</li> </ul> | - Awareness of audience.                                                                                     | <ul style="list-style-type: none"> <li>- Awareness of audience.</li> <li>- Apostrophe for singular possession.</li> </ul> |
| Sentence types                            | <ul style="list-style-type: none"> <li>- Using 2A sentences EG: The <b>glamorous, intelligent</b> princess kissed the <b>grotesque, warty</b> frog.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                               |                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- BOYS sentence Using but, or, yet, so</li> </ul>                                                                 |                                                                                                                                                                                      |                                                                                                             |                                                                                                                               |                                                                                                              |                                                                                                                           |