





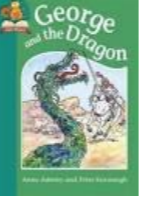

















Swalecliffe Community Primary School
Child First, Pupil Second

Writing Curriculum – Year 2 Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre:	Welcome Project	Story linked to a significant author	Poetry – patterns on the page	Recount – real-life event	Description Setting	Instructions	Traditional Story	Personal Recount	Story set in space	Letter	Story with a familiar setting	Personal Project
Purpose:		Entertain	Paint with words	Make a record	Paint a picture	Inform	Entertain	Reflect	Entertain	Persuade/influence	Entertain	Child-initiated
Key Knowledge/Skills for Purpose & Genre:		*development of good and bad characters *language choices to create narratives, precision of noun phrases *past tense *adverbs of time to sequence events *exclamation sentences *simple co-ordinating and subordinating conjunctions	* use simple patterns *grab the reader's attention *lines end with commas	*past tense *progressive forms of verbs *exclamation sentences to make personal comments *co-ordinating and subordinating conjunctions to join information and give reasons *adverbs of time to sequence events	* expanded noun phrases *comparable adjectives *verbs chosen for effect	*developed sequencing with co-ordinating and subordinating conjunctions to join information and give reasons *adverbs of time to sequence and adverbs to add detail *commas to separate items in a list	*development of good and bad characters *language choices to create narratives, precision of noun phrases *past tense *adverbs of time to sequence events *exclamation sentences *simple co-ordinating and subordinating conjunctions	*past tense *progressive forms of verbs *first person *exclamation sentences to make personal comments *co-ordinating and subordinating conjunctions to join information and give reasons *adverbs of time to sequence events	*development of good and bad characters *language choices to create narratives, precision of noun phrases *past tense *adverbs of time to sequence events *exclamation sentences *simple co-ordinating and subordinating conjunctions	*written in present tense *question sentence *effective use of expanded noun phrases	*development of good and bad characters *language choices to create narratives, precision of noun phrases *past tense *adverbs of time to sequence events *exclamation sentences *simple co-ordinating and subordinating conjunctions	
Hook: (text, film or event)	This will vary year-to-year – whole school hook.	Aaron Becker 'Journey' Trilogy	Great Fire of London *If I were fire *London's Burning	Great Fire of London (link to Samuel	Dougal's Deep Sea Diary by Simon Bartram	Cross-Curricular Link with Art & Design –	George and the Dragon by Anne Adeney and Peter Kavanagh	Cross-curricular – linked to visit from historian	Man on the Moon by Simon Bartram	Meerkat Mail by Emily Gravett	Billy Goats Gruff and Little Red Riding Hood	This will vary year-to-year

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
			*Ring a ring a roses 	Pepys' diary) 		underwater diorama 						
Sentence Menu:	Yellow Sentence Menu						Green Sentence Menu					
FANTASTICS												

All of Years 1 – 6 will:

- Start the year with a welcome project.
- With the exception of Year 6, also do their poetry unit at the start of the year.
- Finish the year with a personal project.
- Each year group will cover 2 units a term.

Other units to be covered:

- This leaves nine other units to be covered across the year.
- This should be 5 fiction and 4 non-fiction.
- A * notes where this unit is a STAR Writing Assessment unit.

Purpose:

We will cover six purposes of writing as a school – entertain, paint a picture, reflect, inform, make a record and persuade/influence.

Hooks:

These may include - a text, image or artefact, film, real-life event.

Welcome Project:

These will be a three-week project that help to settle the children into the routines of writing for the year ahead. Children learn best in reassuringly consistent classrooms and so these yearly welcome projects give teachers time to teach the structures and strategies that will be followed in their writing community throughout the year. This block of time allows teachers time to get to know their new writers and establish their writing routines. As part of this, the class will decide on the rights and responsibilities of the writer in their class. We will use a whole-school stimulus for this.

Poetry: Poetry is the mother of all genres! It's a versatile medium which informs and aids all other types of writing. Therefore, if we develop children as poets, they can also turn out to be excellent writers. Hence, this is why it's a particularly good idea to have poetry at the start of the year, since because of the compactness of a poem, children may complete several different pieces early on in the year which they will find an immediate and motivating way into writing.

Personal Project:

The personal project at the end of the year is central to being a 'real-world writer'. Personal projects give children freedom, time and space to write then publish pieces of writing. They should be purposeful (informative, reflective, poetic, etc). They may be experimental, maybe strange, and memorable pieces of writing that give something to the children and the community of writers that they belong to. Reading them gives teachers a sense of motivation and pleasure themselves. Most importantly, children bring their own purposes, ideas, intentions, audiences, and all that they have learnt about the craft of writing but away from the demands of class writing. Children can use the writing processes more spontaneously.

Year 2

Descriptive Writing (this is one of Year 2's fiction units): Description Setting (paint a picture)

Narrative x 4:

- Story with a familiar setting (entertain)
- Traditional Story (entertain)
- Story linked to a significant author (entertain)
- Story set in space (entertain)

Non-Fiction x4:

Recount – real-life event (make a record)

Instructions (inform)

Letter (persuade/ influence)

Personal Recount (reflect)

Poetry:

Suggested – patterns on the page (paint with words)