

Wheelers Lane Primary School

Curriculum Overview

English - Writing



YEAR 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNIT (High quality text/s to be used)	1. Owl Babies 2. The Day the Crayons Quit	3. Three Little Wolves and the Big Bad Pig 4. 'Twas the Night Before Christmas	5. Voices in the park 6. Aesop's Fables	7. The Great Kapok tree 8. Fantastic Mr Fox	9. Mirror	
Genres to be covered (in sequence) * Bold indicates Gold Book Write	Character description 1.1 Re-tell (Narrative) 1.2 Non-chronological Report 2.1 Letter	3.1 Write an alternative fairy tale 4.1 Poetry	5.1 Setting Description Character Description 5.2 Narrative (5th voice) 6.1 Create a new fable	7.1 Retelling (with alternative Characters) 7.2 Persuasive letter	8.1 Narrative (1st person perspective) 8.2 Non-chronological report	9.1 Diary entries (different Perspectives) 9.2 Comparative text
Knowledge and Skills to be covered * Statements in Green indicate assessment statement	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document) Can use simple organisational devices when writing for different purposes e.g. letter layout, headings and subheadings, poetry write simple, coherent narratives about personal experiences and those of others (real or fictional) demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Commas to separate items in a list	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document) Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist to known story, suspense	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document) Uses capital letters for proper nouns Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't Can use adverbs to qualify verbs e.g. he ran slowly. Using exclamation marks	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Use of the progressive form of verbs past tense to mark actions in progress [for example, he was shouting]	Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document) Use of the progressive form of verbs present tense to mark actions in progress [for example, he is shouting]
Spelling Patterns to be covered	Weeks 1 to 5 of Little Wandle Phase 5 Review week 1 - /ai/, /ee/, /igh/, /oa/ week 2 - /oo/, /air/, /ur/, /ow/ week 3 - /or/, /zh/, /ch/, /sh/ week 4 - /j/, /s/, /u/, /el/, /il/, /ol/, /ul/, /oo/, schwa week 5 - /e/, /ee/, /igh/, /y/, /el/, /igh/, /il/, /ea/, /ee/, /el/, /ai/, /a/, /ai/, /oi/ week 6 assess and review	Week 1 - Completing the code chart to help me spell Week 2 - Why do I double letters at the end of words? and in some longer words ending in -er? Week 3 - Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? Week 4 - When do I add the suffix -es/ to words? Why do I double the final consonant in some words when I add the suffix -ing? Week 5 - Why do I swap the 'y' for 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing? Week 6 - assess and review	Week 1 and 2 - Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Week 3 and 4 - Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Week 5 - Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'g' or 'j' in different words?	Week 1 and 2 - The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Week 3 - Why do I swap the 'y' for an 'i' when I add the suffix -es? Week 4 - Why do some words have the spelling 'ey' for the sound /ee/? Week 5 - Why do some words end -le, -al, -il or -el? Week 6 - assess and review	Week 1 - Why does 'c' make the sound /s/ in some words? Week 2 - How can I spell the sound /zh/? Week 3 and 4 - What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word? Week 5 - How can I show missing letters in words?	Week 1 and 2 - Why do some longer words have the spelling 'ti' for /sh/? Week 3 - How do I use the possessive apostrophe (singular possession)? Week 4 and 5 - When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Week 6 - assess and review
Tricky Word Coverage	week 1 - people, eye, whole week 2 - through, improve, move, prove, shoe, two, who, beautiful, their, parents week 3 - thought, sure week 4 - once, again, any, many, friend, busy, pretty, because, laugh** (regional) week 5 - friend week 6 - assess and review	Review the spelling of all tricky words targeting those which are spelt inconsistently within your class.	Week 1 and 2 once, two knight/night Week 2 and 3 any, many one/won Week 5 - review where/wear Week 6 - assess and review	Week 1 and 2 who whole our/hour Week 3 people friend quite/quiet Week 4 move improve see/sea week 5 - review to/too/two Week 6 - assess and review	Week 1 - beautiful laugh here/hear Week 2 - busy pretty be/bee Week 3 and 4 - parents because bare/bear Week 5 - review there/their/they're Week 6 - assess and review	Week 1 and 2 - eye shoe sun/son Week 3 - thought through whole/hole Week 4 and 5 - Review blue/blew Week 6 - assess and review

* Our writing curriculum uses selected high quality texts as our starting point. All our writing, both fiction and non-fiction, should begin with our selected high quality texts

** Knowledge and skills to be covered indicate when something should be introduced. This should be revisited along with previous knowledge and skills where needed