

Year 2	Term 1			Term 2			Term 3			Term 4			Term 5			Term 6	
Genres Covered (Based on each lasting 2 weeks)	Story writing – Traditional tales	Recounts – Biography	Non-Chronological report	Stories with recurring literary language – new adventure story	Instructions (How to trap a spittler)	Poetry – Take one poet – poetry appreciation (Roger McGough)	Recounts – diary (could report on traditional tale, eg; Wolf destroys Little Pigs houses)	Traditional tales – Fantasy	Myths & Fables	Poetry – Vocabulary building	Story writing – Traditional tales	Explanations	Poetry – Structure (calligrams)				
	Text Marking: 1. Aladdin 2. Armadillo's Suit 3. Twelve Dancing Princesses Retell: 4. Beauty and the Beast	Text Marking: 1.Florence Nightingale 2. David Attenborough 3.Roald Dahl Retell: St Theresa of Calcutta	Text Marking: 1.Changing Shapes – Protecting Puffer Fish 2.Ecosystems: Types of Ecosystem. 3.Rainforests – Sounds of the Rainforest Retell: What does Ecosystem mean?	Text Marking: 1. Walk the Plank 2. The Great Kapok Tree – Lynne Cherry 3. Meerkat Mail Retell: Handa's Surprise	Text Marking: 1.How to make a fruit salad 2.How to make homemade lemonade 3.How to make a paper mache bowl Retell: How to Trap a Spittler	Text Marking: 1.The Moon 2.Wouldn't it be funny if you didn't have a nose 3.The Trouble with Snowmen Retell:The Sound Collector	Text Marking 1.Baba Yaga 2.Finn MacCool and the Giant's Causeway 3.The Children of Lir Retell: My Trip into the Forbidden Forest	Text Marking: 1.The Three Billy Goats Gruff 2.Jack and the Beanstalk 3.The Knight and the Dragon Retell: The Ugly Duckling	Text Marking: 1.The Lion and the Mouse 2.The Fox and the Crow 3.The Wolf in Sheep's Clothing The Boy Who Cried Wolf	Text Marking: 1.What is pink? 2.The Moon 3.I Wandered Lonely as a Cloud - Wordsworth Retell: Who Has Seen the Wind? Rosetti	Text Marking: 1.Mulan 2.East of the Sun, West of the Moon 3.Rumpelstiltskin Retell: Armadillo's Suit	Text Marking 1.The Life Cycle of a Butterfly 2.How Can We Stay Healthy? 3.How a Volcano Erupts Retell The Life Cycle of a Frog	Text Marking: 1.The Seagulls – Kit Kittelstad 2.Raindrops Shining poem Retell: Love Looks Like...				
Composition	Consider what they are going to write by:					<ul style="list-style-type: none"> Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. 											
	Make simple additions, revision and corrections to their own writing by:					<ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 											
	Developing positive attitudes towards and stamina for writing by:					<ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes. Read aloud what they have written with appropriate intonation to make the meaning clear. 											
VCOP	Vocabulary	Correct choice and consistent use of present tense and past tense throughout writing. Progressive form	Expanded noun phrases to describe and specify [for example, the blue butterfly].		Use of the Progressive form of verbs in the present and past tense to mark actions in progress [For example, she is drumming, he was shouting].	Expanded noun phrases to describe and specify [for example, the blue butterfly]. I can use alliteration.	Expanded noun phrases to describe and specify [for example, the blue butterfly].		I can use alliteration. Add suffixes to spell most words correctly in their writing, e.g. ment, ness, ful, less, ly, tion.		I can use similes using 'like'. I can use alliteration.		Expanded noun phrases to describe and specify [for example, the blue butterfly].				
	Conjunctions		Subordination (using when, if, that, or because)				Co-ordination (using or, and, or but)					Subordination (using when, if, that, or because)					
	Openers	I can use how and what for exclamation.			I can use time connectives to open sentences 'before', 'after a while'.				I can use adverbs to open sentences (Luckily/unfortunately, suddenly, immediately)				I can use adverbs to open sentences (Luckily/unfortunately, suddenly, immediately)				
	Punctuation	Sentences with different forms: statement, exclamation. How the grammatical patterns in a sentence indicate its functions as a sentence.	I can use capital letters for names and the personal pronoun I.		Commas to separate items in a list.	Sentences with different forms: command. How the grammatical patterns in a sentence indicate its functions as a sentence, question or exclamation.			Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].		I can use inverted commas. I can use paragraphs to organise my writing.		I can use speech marks.	I can use paragraphs to organise my writing.			