



Heartwood Federation Writing Curriculum Map 2025-26

Year 2

Y2	Autumn 1			Autumn 2		
	Recap	Non-fiction: writing to inform	Spaced Learning	Fiction: writing to entertain	Non-fiction: writing to inform	Spaced Learning
Genre	Dictation 2 weeks	Instructions 4 weeks	Story	Traditional tales	Non-chron report	Instructions
Writing outcome	Sentences to form a set of instructions	Instructions to trap/catch	Short story based on known story	Story	Non-chronological report	How to catch a ??
Model text	N/A	How to catch a wolf		Jack and the Beanstalk	The Awesome Shoe	
SPAG focus	Following the Y1 style approach, apply dictation in the form of sequential sentences which lead to a series of instructions (modelled, dictated, independent). Statement, command, questions, exclamation (what/how) <i>Next, put the flour in the bowl</i> <i>Revisit: Use full stops to end a sentence</i> <i>Use capital letters to start a sentence</i>	Know that a simple sentence is made up of a subject and a verb e.g. Jack sat. The chair rocked. Time conjunctions: First, Next, Then, After, In the end, Finally <i>Revisit and apply statements, questions, exclamation and commands.</i>	Following discussions about prior learning (short stories), chn write independent story Those who are not ARE in transcription should work in an adult led group/ or complete captions and pictures	Use main clauses with coordinating conjunctions explicitly teaching why we use and not but <i>i.e. I only stole the golden harp so ... I did take the golden egg, but I only did it because my mother is so poorly.</i> <i>Revisit simple past tense (-ed) consistently including irregular forms e.g. walked, climbed, ran, said</i> <i>Revisit time conjunctions to order events e.g. first, then, next, after - incidental in model text</i>	Use simple expanded noun phrases <i>e.g. His older sister ran upstairs.</i> Teach determiner, adjective, noun with specific teaching of a/an before vowel, consonant	Following discussions about prior learning chn write a set of instructions based on teacher assessment of prior learning i.e. weaker writer's stick closely to How to Catch a... more able could choose.
Oracy	Instructional games, texts, recipes, talk partners	Instructional games; verbal instructions, reading instruction texts and recipes aloud	Collaborative group talk, talk partners	Read stories aloud, role play, use intonation to reads to an audience	In planning stages, give opportunities for children to share their ideas to small groups/ class	Collaborative group talk, talk partners
Explicit terminology to be taught	4Ps, command, statement, question, exclamation question mark, full stop, exclamation mark	Time conjunction Sequence/ order, subject, verb, paragraph		Clause, main clause, conjunction, coordinating conjunction, FANBOYS suffix, tense (past, present)	Main clause, Noun, noun phrase, expanded noun phrase, determiner, adjective, vowel, consonant, sub-headings	
Class novel/ text	The Way Home for Wolf by Rachel Bright and Jim Field			Message from the Moon by Hilda Offen + How Winston saved Christmas by Alex Smith		



Autumn Term			
Spelling	Handwriting	Punctuation	Grammar
ELS Essential Spelling W1-W7	<i>Ensure that children with weak dexterity and grip, have the opportunity to use finger gym or warm up activities prior to handwriting sessions in order to improve strength and stamina for writing.</i> Teachers must: Reference Handwriting Policy and school handwriting scheme Follow the 4 Ps rule: Posture: Sit correctly at a table, with a straight back and two feet flat on the floor. Position: slant paper/ book accordingly depending on right or left-handed. Pencil: Hold the pencil or pen comfortably using a tripod grip. Pressure: Pressure should be moderate and not too tight. Pupils should be taught to: • Begin to use the diagonal and horizontal strokes that are needed to join • Increase the legibility, consistency and quality of their handwriting <i>e.g. downstrokes are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</i>	Pupils should be taught to: • Use capital letters to start a sentence and to know that a sentence starts following a full stop/ exclamation mark or question mark. • Use full stops consistently to finish a sentence and to explicitly understand when a sentence has finished. <i>The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.</i>	Pupils should be taught to: • Understand what a sentence is and how they are used (to state and join ideas or facts). Know that a simple sentence is made up of a subject and a verb (<i>Jack sat.</i>) and that we use other word classes to add detail. • Be increasingly aware of and understand function of basic word class <i>e.g. noun, adjective, verb, adverb</i> • Understand how to use some coordinating conjunctions (<i>and, but, so</i>) • Extend vocabulary by being able to select the best synonym • Identify adjectives in expanded noun phrases • Use expanded noun phrases to add purposeful detail or information • Use simple past tense • Know the exceptions when using past tense (<i>i.e said, went</i>) • Order events or information in writing by using time conjunctions • Identify sentences with different forms in their writing (eg. statements, exclamations, commands, questions)