



Heartwood Federation Writing Curriculum Map

Year 2

Y2	Summer 1			Summer 2		
	Address and assess chn who are not secure with letter formation		Spaced Learning	Address and assess chn who are not secure with letter formation		Spaced Learning
Genre	Narrative	Recount	Explanation	Narrative	Diary	Recount
Writing outcome	Short story based on a spectacular event	Recount based on school trip	Poetry	Adventure story	Diary entry in voice of inanimate object	Recount based on school trip/ event
Model text	Look up! Nathan Bryon	Recount based on visit to local church/ park			The Day The Crayons Quit	
SPAG focus	Identify adverbs in sentences, including those with the suffix -ly and exceptions to the rule. Understand how they modify the verbs.	<i>Revisit time conjunctions: First, then, next, after, finally.</i> Apply alternatives: <i>Last Monday, In the afternoon, Later that day, After lunch, Eventually</i>	Following discussions about prior learning chn write a poem of their choice (haiku/shape/diamante) From a given stimulus.	Consolidation – if chn aren't secure in one area, apply it to the unit whether it is woven in because it fits or taught discreetly.	Consolidation – if chn aren't secure in one area, apply it to the unit whether it is woven in because it fits or taught discreetly.	Following discussions about prior learning chn write a recount based on a real-life trip or event.
Oracy	Read stories aloud to an audience with correct intonation; orally retell the story using a story map.	Orally and collaboratively sequence images of the trip. Use talk partners to discuss what they did during the day of the trip.		Read stories aloud to an audience with correct intonation; orally retell the story using a story map.	Orally and collaboratively sequence images of the event. Use talk partners to discuss why the 'chair' quit	
Explicit terminology to be taught	Adverb, suffix, modify, verb	Time conjunctions Sequence Chronological order				
Class novel/ text	Too Small Tola			Oliver and the Seawigs		



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Summer Term			
Spelling	Handwriting	Punctuation	Grammar
ELS Essential Spelling W22-W34	<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)