

# Writing Curriculum Map

## Year 2

Term (Weeks)		Autumn 1 (6 + 1 transition)		Autumn 2 (7)	
<b>Shared Reading (Key Text)</b>	Slowly by James Reeves	Traction Man is Here! by Mini Grey		The Polar Express by Chris Van Allsburg	
<b>Genre and Weeks</b>	<b>Poetry (2)</b>	<b>Narrative Short-Burst Write (1)</b>	<b>Narrative (3)</b>	<b>Non-Fiction (3)</b>	<b>Narrative (4)</b>
	<b>Type:</b> Repetitive <b>Purpose:</b> To entertain the reader	<b>Type:</b> Journey <b>Focus:</b> Character description <b>Purpose:</b> To create a character that the reader can imagine	<b>Type:</b> Journey <b>Focus:</b> Whole-structure <b>Purpose:</b> To tell the reader a 'journey' tale	<b>Type:</b> Persuasion <b>Form:</b> Advert – poster <b>Purpose:</b> To persuade the reader	<b>Type:</b> Cumulative <b>Focus:</b> Setting description <b>Purpose:</b> To create a setting that the reader can imagine
<b>Hook (Examples)</b>	Enter the classroom to find "Slowly" traffic signs everywhere. "Overuse" the word "slowly" as you speak to the children -	Parcel arrives, containing the book, a poster advertising a new action figure (Traction Man), an action figure, scissors with googly eyes on, a nail brush with googly eyes on, some spoons etc. What might the plot be?	Animated video from Traction Man – "Hi storytellers! I didn't realise that you knew my friends: (name some of the children's invented action figures). I wonder if you could write a new tale about one of them!"	Pyjama day – arrive at school to be greeted by staff wearing conductors' hats. Give children tickets, drink hot chocolate with marshmallows and share the story. Can you write an advert to persuade people to ride The Polar Express?	Your adverts are a success – tickets for The Polar Express are being booked up quickly! Let's write some more so that visitors know what to expect on their journey.
<b>Journey (Examples)</b>	<b>Imitation and model text:</b> "Slowly" poem  <b>Innovation:</b> "Quickly" poem  <b>Independent application:</b> Own choice for repetitive poem – slowly OR quickly	<b>Imitation and model text:</b> N/A  <b>Innovation:</b> Poster advertising a new action figure – Hydro Girl  <b>Independent application:</b> Poster advertising own action figure – SOMETHING Girl / Woman / Boy / Man	<b>Imitation and model text:</b> Journey tale – simple retelling of Traction Man is Here, containing Scrubbing Brush and just 3 villains  <b>Innovation:</b> Journey tale with Hydro Girl, Spoonface (sidekick) and 3 villains: Scissor Shark, Dr Shoelace and Professor Houseplant  <b>Independent application:</b> Journey tale with own invented character, sidekick and 3 villains: Scissor Shark plus 2 of own invention	<b>Imitation and model text:</b> Ride the Rainforest Rail  <b>Innovation:</b> Sail the Polar Pearl  <b>Independent application:</b> Climb Aboard the Polar Express	<b>Imitation and model text:</b> Setting description of the forest (seen on the journey)  <b>Innovation:</b> Setting description of the mountains (seen on the journey)  <b>Independent application:</b> Setting description of The North Pole
<b>Toolkit and Planning Tool</b> <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</small>	Generate toolkit based upon cohort-specific needs (what GPS do children need support with?)  <b>Planning tool:</b> text map	<b>Toolkit:</b> Characterisation  <b>Planning tool:</b> text map	<b>Toolkit:</b> Action  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Persuasion (informal)  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Settings  <b>Planning tool:</b> box up plan

 = new GPS (other objectives need regularly revisiting and consolidating)

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## Year 2

Term (Weeks)		Autumn 1 (6 + 1 transition)			Autumn 2 (7)	
Shared Reading (Key Text)		Slowly by James Reeves	Traction Man is Here! by Mini Grey		The Polar Express by Chris Van Allsburg	
Grammar, Punctuation and Spelling (National Curriculum)	Word	Edit spellings sounds (Set 2 and Set 3)  Spell Set 2 red words and some Set 3 red words	Edit spellings sounds (Set 2 and Set 3)  Spell Set 2 red words and some Set 3 red words  <b>Singular and plural nouns: use the suffix -s and -es (see Ed Shed word lists for rules e.g. change y to i)</b>	Edit spellings sounds (Set 2 and Set 3)  Spell Set 2 red words and some Set 3 red words  Singular and plural nouns: use the suffix -s and -es  <b>Past and present tense: use the suffixes -ing and -ed (see Ed Shed word lists for rules e.g. remove e / double consonant)</b>	Edit spellings sounds (Set 2 and Set 3)  Spell some Year 2 Common Exception Words  Singular and plural nouns: use the suffix -s and -es  Past and present tense: use the suffixes -ing and -ed (see Ed Shed word lists for rules e.g. remove e / double consonant)	Edit spellings sounds (Set 2 and Set 3)  Spell some Year 2 Common Exception Words  Singular and plural nouns: use the suffix -s and -es  Past and present tense: use the suffixes -ing and -ed (see Ed Shed word lists for rules e.g. remove e / double consonant)
	Sentence	Combine words to make sentences (nouns, verbs and adjectives)  Join words / clauses using 'and'	Combine words to make sentences (nouns, verbs and adjectives)  Join words / clauses using 'and'  <b>Use expanded noun phrases to describe and specify</b>	Combine words to make sentences (nouns, verbs and adjectives)  Join words / clauses using 'and'  Use expanded noun phrases to describe and specify  <b>Use coordination (and / but / or / so)</b>  <b>Use subordination (when / if / that / because)</b>	Use expanded noun phrases to describe and specify  Use coordination (and / but / or / so)  Use subordination (when / if / that / because)  <b>Identify sentence types (statement, question, command, exclamation)</b>	Use expanded noun phrases to describe and specify  Use coordination (and / but / or / so)  Use subordination (when / if / that / because)
	Punctuation	Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')  Punctuate sentences using a full stop, question mark or exclamation mark	Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')  Punctuate sentences using a full stop, question mark or exclamation mark	Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')  Punctuate sentences using a full stop, question mark or exclamation mark	Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')  Punctuate sentences using a full stop, question mark or exclamation mark	Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')  Punctuate sentences using a full stop, question mark or exclamation mark
Handwriting (RWI)	Stage 2 – mature style of pre-joins (six sisters, uncles and two pets) – revise a, d, g, o, c			Stage 2 – mature style of pre-joins (six sisters, uncles and two pets) – teach q, u, y, b, p		
Spelling (Ed. Shed)	Stage 1 – Summer 2 and Stage 2 – Autumn 1 1. Step 36 – words with wh and ph 2. Step 1 – words with dge 3. Step 2 – words with ge 4. Step 3 – words with g 5. Step 4 – words with c (s) 6. Step 5 – words with kn			Stage 2 – Autumn 1 and Autumn 2 1. Step 6 – challenge words (door, floor, poor, find, kind, mind, behind, child, children, because) 2. Step 7 – words with wr (r) 3. Step 8 – words ending with le 4. Step 9 – words ending with el 5. Step 10 – words ending with al 6. Step 11 – words ending with il 7. Step 12 – challenge words (wild, climb, most, only, both, old, cold, hold, gold, told)		

**[Yellow Highlight]** = new GPS (other objectives need regularly revisiting and consolidating)

# Writing Curriculum Map

## Year 2

Year 2				
Term and Weeks	Spring 1 (6)		Spring 2 (6)	
Shared Reading (Key Text)	Fantastic Mr Fox by Roald Dahl		The Tin Forest by Helen Ward	N/A – real event
Genre and Weeks	<b>Non-Fiction (3)</b>	<b>Non-Fiction (3)</b>	<b>Narrative (4)</b>	<b>Non-Fiction (2)</b>
	<b>Type:</b> Instructions <b>Form:</b> Set of instructions <b>Purpose:</b> To instruct the reader	<b>Type:</b> Information <b>Form:</b> Report <b>Purpose:</b> To inform the reader	<b>Type:</b> Cumulative <b>Focus:</b> Setting description <b>Purpose:</b> To create a setting that the reader can imagine	<b>Type:</b> Recount (real event) <b>Form:</b> Blog entry <b>Purpose:</b> To recount an event
Hook (Examples)	Letter from Mr Fox – Oh dear! I've found these instructions in the field. They must have fallen out of Boggis' pocket. It looks like they're teaching others how to catch me! Can you help me write some to teach others how to defeat them?	Another letter from Mr Fox – Some people think I've done wrong but I was only trying to feed my family! Can you tell people the truth about foxes please?	Place piles of tin rubbish in the classroom (various items covered in tin foil). What is it? How did it get here? Who does it belong to? Read the book.	Hold a themed day (linked to History topic – The Tudors e.g. royal banquet, designing knot gardens and planting with cress etc.) or go on a class trip. Challenge children to recount the day for school Instagram page.
Journey (Examples)	<b>Imitation and model text:</b> How to Trap a Fox  <b>Innovation:</b> How to Catch a Chicken  <b>Independent application:</b> How to Trick a Farmer	<b>Imitation and model text:</b> All About Farmers  <b>Innovation:</b> All About Chickens  <b>Independent application:</b> All About Foxes	<b>Imitation and model text:</b> The Relaxing Rainforest  <b>Innovation:</b> The Enchanted Garden  <b>Independent application:</b> Setting description of own choice of "dream world" setting – write in a dreamy, hopeful tone (forest, garden, beach, mountains, meadow)	<b>Imitation and model text:</b> Recount of Frank Chapman / Edgmond Hall trip  <b>Innovation:</b> Recount of World Book Day events  <b>Independent application:</b> Recount of Tudor day
Toolkit and Planning Tool <i>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</i>	<b>Toolkit:</b> Instructions  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Information  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Settings  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Recount  <b>Planning tool:</b> box up plan

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# Writing Curriculum Map

## Year 2

Term and Weeks		Spring 1 (6)		Spring 2 (6)	
Shared Reading (Key Text)		Fantastic Mr Fox by Roald Dahl		The Tin Forest by Helen Ward	N/A – real event
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell many Year 2 Common Exception Words</p> <p>Adverbs: use the suffix -ly</p> <p>Use apostrophes to show contraction (e.g. don't... he'll...) – see Ed Shed word list (step 34)</p>	<p>Spell many Year 2 Common Exception Words</p> <p>Use apostrophes to show contraction (e.g. foxes don't..., foxes haven't...)</p>	<p>Spell many Year 2 Common Exception Words</p> <p>Adverbs: use the suffix -ly</p> <p>Use present and past tense consistently (simple and progressive)</p> <p>Compound words (formation of nouns) e.g. butterfly, rainforest</p>	<p>Spell many Year 2 Common Exception Words</p> <p>Adverbs: use the suffix -ly</p> <p>Use present and past tense consistently (simple and progressive)</p> <p>Compound words (formation of nouns)</p> <p>Suffixes -ness, -ment and -er (formation of nouns) – see Ed Shed word list (step 29)</p>
	Sentence	<p>Identify and use different sentence types (statement, question, command, exclamation)</p> <p>Use coordination (and / but / or / so)</p> <p>Use subordination (when / if / that / because)</p> <p>Identify sentence types (statement, question, command, exclamation)</p>	<p>Identify and use different sentence types (statement, question, command, exclamation)</p> <p>Use coordination (and / but / or / so)</p> <p>Use subordination (when / if / that / because)</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use coordination (and / but / or / so)</p> <p>Use subordination (when / if / that / because)</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use coordination (and / but / or / so)</p> <p>Use subordination (when / if / that / because)</p>
	Punctuation	<p>Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')</p> <p>Punctuate sentences using a capital letter and full stop or exclamation mark or question mark</p>	<p>Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')</p> <p>Punctuate sentences using a capital letter and full stop or exclamation mark or question mark</p> <p>Use commas to separate items in a list</p>	<p>Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')</p> <p>Punctuate sentences using a capital letter and full stop or exclamation mark</p> <p>Use commas to separate items in a list</p>	<p>Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')</p> <p>Punctuate sentences using a capital letter and full stop or exclamation mark</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show contraction</p>
Handwriting (RWI)	<p>Stage 3 – joins (from 1 letter per week)</p> <p>Arm to boat – from a, from c, from d, from d again, from e, from h</p>		<p>Stage 3 – joins (from 1 letter per week)</p> <p>Arm to boat – from h again, from i, from k, from k again, from l, from l again, from m</p>		
Spelling (Ed. Shed)	<p>Stage 2 – Spring 1</p> <ol style="list-style-type: none"> <li>Step 13 – words with y (igh)</li> <li>Step 14 – adding -es to words ending in y</li> <li>Step 15 – adding -ed to words ending in y</li> <li>Step 16 - adding -er and -est to words ending in y</li> <li>Step 17 – adding -ing to words ending in e</li> <li>Step 18 – challenge words (every, everybody, even, great, break, steak, pretty, beautiful, after, fast)</li> </ol>		<p>Stage 2 – Spring 2</p> <ol style="list-style-type: none"> <li>Step 19 – adding -er and -est to words ending in e</li> <li>Step 20 – adding -ing to single syllable words</li> <li>Step 21 – adding -ed to single syllable words</li> <li>Step 22 – words where a makes an 'or' sound</li> <li>Step 23 – words where o makes an 'u' sound</li> <li>Step 24 – challenge words (last, past, father, class, grass, pass, plant, path, bath, rather)</li> </ol>		

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# Writing Curriculum Map

## Year 2

Term and Weeks		Summer 1 (5)		Summer 2 (7)	
<b>Shared Reading (Key Text)</b>		The Tear Thief by Carol Ann Duffy		What is Pink? by Christina Rossetti	The Day the Crayons Quit by Drew Daywalt
<b>Genre and Weeks</b>		<b>Recount Short-Burst Write (1)</b>	<b>Narrative (4)</b>	<b>Poetry (3)</b>	<b>Non-Fiction (4)</b>
		<b>Type:</b> Recount <b>Form:</b> Newspaper report <b>Purpose:</b> To recount an event	<b>Type:</b> Fantasy <b>Focus:</b> Characterisation <b>Purpose:</b> To create a character that sounds real and that the reader can imagine	<b>Type:</b> Repetitive <b>Purpose:</b> To create an emotional response from the reader	<b>Type:</b> Persuasion <b>Form:</b> Letter <b>Purpose:</b> To persuade the reader
<b>Hook (Examples)</b>		Receive an urgent alert from a newspaper – strange things are happening across the country. There are reports of mysterious figures: Tear Thief, a Laughter Hunter and a Dream Catcher on the loose!	Children come into school to find coloured gems scattered around and sprays of water in unusual places. Who might have visited us? Unwrap a copy of the book and read together.	Colour hunt – make and wear a simple headband in your favourite colour and collect / draw / make as many things as you can that are shades of that colour.	Come into school – everyday equipment has gone! Children find notes from the colouring pencils in their place. Why might they have left? Read the book together.
<b>Journey (Examples)</b>		<b>Imitation and model text:</b> N/A  <b>Innovation:</b> Newspaper report about the capture of dreams (The Dream Catcher)  <b>Independent application:</b> Newspaper report about the theft of tears (The Tear Thief)	<b>Imitation and model text:</b> The Tear Thief  <b>Innovation:</b> The Dream Catcher (change the mood – mean and nasty character)  <b>Independent application:</b> Own choice of mean and nasty character e.g. The Laughter Hunter, The Joy Snatcher, The Peace Poacher	<b>Imitation and model text:</b> What is Pink?  <b>Innovation:</b> What is Turquoise? (Include emotions)  <b>Independent application:</b> Own choice of colour poem (encourage some thoughtful synonyms for colours and include emotions)	<b>Imitation and model text:</b> Letter from a crayon  <b>Innovation:</b> Letter from a glue stick  <b>Independent application:</b> Letter from own choice of everyday object
<b>Toolkit and Planning Tool</b> <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</small>		<b>Toolkit:</b> Recount  <b>Planning tool:</b> shared box up plan	<b>Toolkit:</b> Characterisation  <b>Planning tool:</b> box up plan	Generate toolkit based upon cohort-specific needs (what GPS do children need support with?)  <b>Planning tool:</b> text map	<b>Toolkit:</b> Persuasion (formal)  <b>Planning tool:</b> text map

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## Year 2

Term and Weeks		Summer 1 (5)		Summer 2 (7)	
Shared Reading (Key Text)		The Tear Thief by Carol Ann Duffy		What is Pink? by Christina Rossetti	The Day the Crayons Quit by Drew Daywalt
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell most Year 2 Common Exception Words</p> <p>Use present and past tense consistently (simple and progressive)</p> <p>Use suffixes -er and -est (formation of adjectives) – the strangest</p>	<p>Spell most Year 2 Common Exception Words</p> <p>Adverbs: use the suffix -ly</p> <p>Use present and past tense consistently (simple and progressive)</p> <p>Use suffixes -er and -est (formation of adjectives) – the strangest</p> <p><b>Suffixes -ness, -ment and -er (formation of nouns) e.g. sad(ness), excite(ment), paint(er) – see Ed Shed word lists (steps 29 and 30)</b></p>	<p>Spell most Year 2 Common Exception Words</p> <p>Adverbs: use the suffix -ly</p> <p>Use present and past tense consistently (simple and progressive – ing)</p> <p>Suffixes -ness, -ment and -er (formation of nouns) e.g. sad(ness), excite(ment), paint(er)</p>	<p>Spell most Year 2 Common Exception Words</p> <p>Adverbs: use the suffix -ly</p> <p>Use present and past tense consistently (simple and progressive – ing)</p> <p>Use the suffixes -er and -est (e.g. smaller – smallest, bigger – biggest)</p> <p>The harder I work, the shorter I become. I'm the greatest pencil in the pack but I'm also the messiest</p> <p>Suffixes -ness, -ment and -er (formation of nouns) e.g. sad(ness), excite(ment), paint(er)</p>
	Sentence	<p>Use coordination (and / but / or / so)</p> <p>Use subordination (when / if / that / because)</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use coordination (and / but / or / so)</p> <p>Use subordination (when / if / that / because)</p>	<p>Use expanded noun phrases to describe and specify</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use coordination (and / but / or / so)</p> <p>Use subordination (when / if / that / because)</p>
	Punctuation	<p>Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')</p> <p>Punctuate sentences using a capital letter and full stop or exclamation mark</p> <p>Use commas to separate items in a list</p>	<p>Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')</p> <p>Punctuate sentences using a capital letter and full stop or exclamation mark or question mark</p> <p>Use commas to separate items in a list</p> <p><b>Use apostrophes to show possession (singular nouns) – see Ed Shed word list (step 35)</b></p>	<p>Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')</p> <p>Punctuate sentences using a capital letter and full stop or exclamation mark or question mark</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p>	<p>Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I')</p> <p>Punctuate sentences using a capital letter and full stop or exclamation mark or question mark</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p>
Handwriting (RWI)	<p>Stage 3 – joins (from 1 letter per week)</p> <p>Arm to boat – from n, from t, from t again, from u</p>		<p>Stage 3 – joins (x2 joins per week)</p> <p>Arm to sun – ab + ah, ak + al, at + eb, eh + ek, el + et, ib + ik</p>		
Spelling (Ed. Shed)	<p>Stage 2 – Summer 1</p> <ol style="list-style-type: none"> <li>Step 25 – words with ey (ee)</li> <li>Step 26 – words where a makes an 'o' sound</li> <li>Step 27 – words where or and ar make 'er' or 'or' sounds</li> <li>Step 28 – words where 'si' and 's' make a /zh/ sound</li> </ol>		<p>Stage 2 – Summer 1 and Summer 2</p> <ol style="list-style-type: none"> <li>Step 29 – words ending in -ment and -ness</li> <li>Step 30 – words ending in -ful and -less</li> <li>Step 31 – words that are homophones</li> <li>Step 32 – words that are near homophones</li> <li>Step 33 – words ending in -tion</li> <li>Step 36 – challenge words (whole, any, many, clothes, busy, people, water, again, half, hour)</li> </ol>		

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