**YEAR 2 writing units – progression map**

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|  |  | **Autumn 1** | **Autumn 2** |
| Author focus this term | **Writing Root****(Unit)** | **Goldilocks using three different versions***By Lauren Child, Anthony Browne & Leigh Hodgkinson* | **Jim and the Beanstalk***By Oliver Jeffers* | **Wolves** *By Emily Gravett*  |   **A Walk in London***By Salvatore Rubbino* |
|  | **Outcomes**NarrativeNon-fiction | Character descriptions Wanted posters Letters Narrative retellings Speech bubbles | Alternative rhymesNarrative retellingsThought bubblesInformal letters | CaptionsInformationCharacter descriptionsComparisons | InstructionsPersuasive posterSetting descriptionsCaptionsPostcardsDiary entries |
|  | **Main Outcome** | Sequel | Sequel | Non-chronological leaflet | ‘A walk in…’ guidebook  |
|  | **Audience/****Form** | * Description of Goldilocks
* Wanted poster to find
* Goldilocks
* Retelling of traditional version
* Letter of apology to bears
* Speech bubble conversation
* between Goldilocks and bears
* Retelling from alternative
* Perspective
* Sequel to Goldilocks
 | * Alternative rhymes to ‘fee-fi-fofum’
* Thought bubbles in role
* Retelling of original story
* Thank you letter from the Giant
* Story sequel
 | * Character description of a wolf
* Factual sentences about wolves
* Captions about wolf artefacts
* Leaflet about wolves
 | * Instructions for preparing for a trip
* Poster to persuade others to go on regular walks
* Setting description of St. Paul’s Cathedral
* Postcard about a trip to London
* Diary entry of a trip to a local place
* ‘A Walk in…’ guide to a local place
 |
|  | **Purpose** | Persuade Inform Describe Entertain | Reflect Entertain | DescribeInform | InstructPersuadeDescribeInformRecount |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** | singular / plural -s and -es\* | rhyming wordsadverbs with -ly | use of -er suffix with adjectivesadjectives | imperative verbs-ful /-less suffix-ment / -ness suffix-est suffix |
| **Sentence** | subordination (because) statements adverbials of time\* coordinating conjunctions (but) | coordinating conjunctions (and,but, so, or)adverbials of time\*noun phrases | noun phrasessubordination (so that, because, in order to, by)statementsquestions | questionscommandsexclamationsexpanded noun phrasesprepositions\*subordination (because, if) |
| **Punctuation** | capital letters full stops | intro to inverted commas forspeech | capital lettersfull stopsquestion marks | capital letters for proper nouns\*question marksexclamation marksadverbials of time\* |
| **Text** | sequencing sentences to form short narratives\* | sequencing sentences to form short narratives\*progressive verbsparagraphs to group material\* | subheadings\*paragraphs to group material\* | consistent present tenseregular / irregular past tense verbsfirst / second personparagraphs to group\*subheadings\* |

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|  |  | **Spring 1** | **Spring 2** |
| Author focus this term | **Writing Root****Unit** |  **The Bear Under the Stairs***By Helen Cooper* |  **The Bear and the Piano***By David Litchfield* |  **Tadpole’s Promise***By Jeanne Willis* |  **If All the World Were…***By Joseph Coelho* |
|  | **Outcomes**NarrativeNon-fiction | Personal reflectionsLettersNarrative retellingsOwn version narratives | Letters of adviceThought bubbles in roleShort news reportsRetellingsInformation posters | Simple explanationsSpeech bubblesSetting descriptionsThought bubblesOwn version narratives | Writing in roleDiary entries‘Top tips’ guideLetters of advice |
|  | **Main Outcome** | Non-chronological report | Own version narrative | Narrative/Explanation | Non-narrative poems |
|  | **Audience/****Form** | * Reflections about fears
* Letter from William to a

friend* Letter in reply
* Retelling of narrative
* Own-version narrative
* Non-chronological report

about bears | * Letter of advice to Bear
* Short news report about

Bear’s piano concerts* Thought bubble for Bear
* Short retelling of story
* Information poster about
* an animal
* Own version narrative

about an animal* Overcoming a fear
 | * Description of a change
* Setting description of the river
* Thought bubble of the frog
* Speech bubble conversation
* Own version narrative
* Explanation of the lifecycle of a frog
 | * Thought bubble in role
* Diary entry for girl / grandad
* ‘Top tips for dealing with

feelings’ guide* Letter of advice to the girl
* Non-narrative read-aloud

poem |
|  | **Purpose** | Reflect InformEntertain | InformReflectEntertainDescribe | DescribeReflectEntertainExplain | ReflectInstructInformEntertain |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** | homophonesgraphemes for phoneme /air/ | modal verbs – could, should, would\*alliteration | alliteration  | imperative verbsmodal verbs – could, should, would\*-ment and -ness suffixessimile/metaphor |
| **Sentence** | statementsquestionsexclamationscommandscoordination (and, but, or)adverbials of time\* | questionsstatementssubordination (because, as)coordination (and, or, but)expanded noun phrasesadverbials of time\* | adverbials of time\*noun phrasesadverbial phrases\*subordination (because, so that) | questionsstatementscommandssubordination (if, because)noun phrasesrepetition for effect\* |
| **Punctuation** | full stopscapital lettersquestions marksexclamation marks | question marksapostrophes for contractionscommas in lists | possessive apostrophesapostrophes for contractionintro to inverted commas for speech | question marks  |
| **Text** | sequencing sentences to form short narratives\* | simple past -edpresent tense verbspast and present progressive | verb choicessequencing sentences in chronological order | subject-verb agreement |

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|  |  | **Summer 1** | **Summer 2** |
| Author focus this term | **Writing Root****Unit** |  **The Dragon Machine***By Helen Ward* |  **Rose Revere, Engineer***By Andrea Beaty* |  **The Great fire of London***By Emma Adams* |  **Lizzy and the Cloud***By The Fan Brothers* |
|  | **Outcomes**NarrativeNon-fiction | Dragon guidesLetters of adviceEncyclopaedia entriesExplanationsShopping listsDescriptions | Short explanationsAdvertisementsLetters of adviceSchool report cards(character descriptions)Invention descriptions | Persuasive postersComparisonsWarning postersSpeech bubblesDiary entriesLetters of adviceCertificates | Descriptions / instructionsAdverts / market stallpitchesLetters of advicePostcards in role |
|  | **Main Outcome** | Own version narrative | Explanation | Information booklet | Guidebook  |
|  | **Audience/****Form** | * A guide to spotting dragons
* Letter of advice to George
* Encyclopaedia entry about dragons
* Description of dragon machine
* Own version dragon narrative
 | * Short explanation of bridge design
* Advert for Rosie’s Cheese Hat
* Letter of advice to Rosie
* Rosie’s school report
* Description of an invention
* Explanation of a new invention
 | * Visit London - persuasive

poster* Comparisons of London then and now
* Comic book speech bubbles
* Diary entry of a London tradesperson
* Letter / speech giving advice to the King
* Certificate from the King
* Information booklet about the Great Fire of London
 | * Instructions to find the Cloud Seller
* Posters to advertise the Cloud Seller’s stall
* Letter of advice from Cloud Seller to Lizzy
* Postcard from Milo to Lizzy
* Guidebook for how to care for a cloud
 |
|  | **Purpose** | InformPersuadeDescribeEntertai | ExplainPersuadeDescribeInformInstruct | PersuadeInstructReflectInform | InstructDescribePersuadeInformReflect |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** | un- prefixmodal verbs – could, should, would\*-ment / -ness suffix | -est suffix-ful suffixtechnical vocabulary | technical vocabularyimperative verbs-ing suffixsuperlatives -est | imperative verbsun- prefix-less / -ness suffix-ful / -less suffix |
| **Sentence** | simple prepositions\*coordination (and, but, or)subordination (because, when, if, that)commandsstatementsquestionssimple / expanded noun phrasesadverbials of time\* | subordinationadverbs of time \*expanded noun phrasesstatementsexclamationscommandsquestionsprepositions\* | questionsexclamationscomparative conjunctions (but, and)commandsstatementssubordination (because)adverbials of time\* | questionsexpanded noun phrasesprepositions\*coordinating conjunctionscommandsexclamationsstatementssubordinating conjunctions – when, if |
| **Punctuation** | question markscommas in lists | exclamation marksquestions markscommas in listscapital letters for proper nouns\* | capital letters for proper nounsapostrophes for contractionquestion marksexclamation marks | question marksexclamation marks |
| **Text** | simple past -edsequencing sentences to form short narratives\* | present tense verbsparagraphs to group\* | regular / irregular past tense verbspresent progressivesubheadings\* | present tense verbsparagraphs to group\* |