**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**  Narrative  Non-fiction | Character descriptions  Wanted posters  Letters  Narrative retellings  Speech bubbles | Alternative rhymes  Narrative retellings  Thought bubbles  Informal letters | Captions  Information  Character descriptions  Comparisons | Instructions  Persuasive poster  Setting descriptions  Captions  Postcards  Diary 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 | Describe  Inform | Instruct  Persuade  Describe  Inform  Recount |
| **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 words  adverbs with -ly | use of -er suffix with adjectives  adjectives | 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 phrases  subordination (so that, because, in order to, by)  statements  questions | questions  commands  exclamations  expanded noun phrases  prepositions\*  subordination (because, if) |
| **Punctuation** | capital letters  full stops | intro to inverted commas for  speech | capital letters  full stops  question marks | capital letters for proper nouns\*  question marks  exclamation marks  adverbials of time\* |
| **Text** | sequencing sentences to form short narratives\* | sequencing sentences to form short narratives\*  progressive verbs  paragraphs to group material\* | subheadings\*  paragraphs to group material\* | consistent present tense  regular / irregular past tense verbs  first / second person  paragraphs 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**  Narrative  Non-fiction | Personal reflections  Letters  Narrative retellings  Own version narratives | Letters of advice  Thought bubbles in role  Short news reports  Retellings  Information posters | Simple explanations  Speech bubbles  Setting descriptions  Thought bubbles  Own version narratives | Writing in role  Diary entries  ‘Top tips’ guide  Letters 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  Inform  Entertain | Inform  Reflect  Entertain  Describe | Describe  Reflect  Entertain  Explain | Reflect  Instruct  Inform  Entertain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | homophones  graphemes for phoneme /air/ | modal verbs – could, should, would\*  alliteration | alliteration | imperative verbs  modal verbs – could, should, would\*  -ment and -ness suffixes  simile/metaphor |
| **Sentence** | statements  questions  exclamations  commands  coordination (and, but, or)  adverbials of time\* | questions  statements  subordination (because, as)  coordination (and, or, but)  expanded noun phrases  adverbials of time\* | adverbials of time\*  noun phrases  adverbial phrases\*  subordination (because, so that) | questions  statements  commands  subordination (if, because)  noun phrases  repetition for effect\* |
| **Punctuation** | full stops  capital letters  questions marks  exclamation marks | question marks  apostrophes for contractions  commas in lists | possessive apostrophes  apostrophes for contraction  intro to inverted commas for speech | question marks |
| **Text** | sequencing sentences to form short narratives\* | simple past -ed  present tense verbs  past and present progressive | verb choices  sequencing 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**  Narrative  Non-fiction | Dragon guides  Letters of advice  Encyclopaedia entries  Explanations  Shopping lists  Descriptions | Short explanations  Advertisements  Letters of advice  School report cards  (character descriptions)  Invention descriptions | Persuasive posters  Comparisons  Warning posters  Speech bubbles  Diary entries  Letters of advice  Certificates | Descriptions / instructions  Adverts / market stall  pitches  Letters of advice  Postcards 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** | Inform  Persuade  Describe  Entertai | Explain  Persuade  Describe  Inform  Instruct | Persuade  Instruct  Reflect  Inform | Instruct  Describe  Persuade  Inform  Reflect |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | un- prefix  modal verbs – could, should, would\*  -ment / -ness suffix | -est suffix  -ful suffix  technical vocabulary | technical vocabulary  imperative verbs  -ing suffix  superlatives -est | imperative verbs  un- prefix  -less / -ness suffix  -ful / -less suffix |
| **Sentence** | simple prepositions\*  coordination (and, but, or)  subordination (because, when, if, that)  commands  statements  questions  simple / expanded noun phrases  adverbials of time\* | subordination  adverbs of time \*  expanded noun phrases  statements  exclamations  commands  questions  prepositions\* | questions  exclamations  comparative conjunctions (but, and)  commands  statements  subordination (because)  adverbials of time\* | questions  expanded noun phrases  prepositions\*  coordinating conjunctions  commands  exclamations  statements  subordinating conjunctions – when, if |
| **Punctuation** | question marks  commas in lists | exclamation marks  questions marks  commas in lists  capital letters for proper nouns\* | capital letters for proper nouns  apostrophes for contraction  question marks  exclamation marks | question marks  exclamation marks |
| **Text** | simple past -ed  sequencing sentences to form short narratives\* | present tense verbs  paragraphs to group\* | regular / irregular past tense verbs  present progressive  subheadings\* | present tense verbs  paragraphs to group\* |