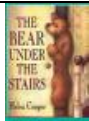
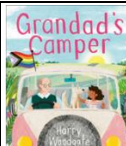


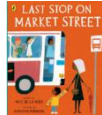
YEAR 2 writing units – progression map

		Autumn 1		Autumn 2	
Author focus this term	Writing Root (Unit)	Me and You <i>Anthony Browne</i>	Jim and the Beanstalk <i>By Raymond Briggs</i>	The Journey Home <i>Frann Preston-Gannon</i>	<i>Dear Earth</i> <i>Isabel Otter & Clara Anganuzzi</i>
	Outcomes Narrative Non-fiction	Wanted posters, letters, retellings, speech bubbles, retellings from another point of view	Alternative rhymes Narrative retellings Thought bubbles Informal letters	Missing posters Fact-files Lists Postcards Wanted posters Information report Short retellings	Future aspirations Set of instructions Poems Travel blogs/vlogs Persuasive speeches Letters
	Main Outcome	Sequel story	Sequel	Persuasive letter	Sequel
	Audience/ Form	Wanted poster, apology letter and different perspectives.	Alternative rhymes to ‘feefi-fo-fum’ Thought bubbles in role Retelling of original story Thank you letter from the Giant Story sequel	Missing poster to find lost animal Fact-file about extinct animals Postcard to recount events Wanted poster to catch hunters Persuasive letter to save an endangered animal	Personal aspirations for the future Instructions – rules for Explorers’ Club Poems about being an explorer Travel vlog or blog Short speech about saving the environment Letter to the earth Informative leaflet to save the environment
	Purpose	Points of view retelling	Entertain Reflect	Inform Recount Persuade	Reflect Instruct Entertain Inform
Grammar coverage (these may be taught multiple times throughout the sequence) * indicates coverage from a different year group	Word	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (Y1)	rhyming words adverbs with -ly	-e and -es for plural nouns	imperative verbs similes adverbs with -ly suffix -ness
	Sentence	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	coordinating conjunctions (and, but, so, or) adverbials of time* noun phrases	noun phrases statements questions exclamations commands coordinating conjunctions (and, but, so, or)	modal verb – would * subordinating conjunctions (when, if, because) expanded noun phrases range of sentence types adverbials of time* coordinating conjunctions (and, but, so, or)
	Punctuation	Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Use expanded noun phrases to describe and	intro to inverted commas for speech *	capital letters full stops questions marks exclamation marks commas in a list	commas in lists (between adjectives) possessive apostrophe question marks exclamation marks

		specify [for example, the blue butterfly] Correct choice and consistent use of present tense and past tense throughout writing			
	Text	Sequencing sentences and using present tense and past tense	sequencing sentences to form short narratives* progressive verbs paragraphs to group material*	subheadings* present progressive verbs simple past tense	present tense past tense verbs subheadings * paragraphs to group material*

		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	 The Owl and the Pussycat Edward Lear	 Grandpa's Camper Harry Woodgate
	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	Letters Interviews Lists Instructions	Labels Memory poems Interviews Photo album captions Postcards
	Main Outcome	Non-chronological report	Own version narrative	Rhyming poem	Sequel
	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	- Packing lists of things to take on boat - Love letter from Owl to Pussycat - Interview between Owl and Pussycat - Instructions to find land - Rhyming poem	- Labels for items in a box - Memory poem about a special occasion - Interview questions Captions for photos in an album 'Wish you were here' postcard - Sequel story
	Purpose	Reflect Inform Entertain	Inform Reflect Entertain Describe	Instruct Reflect Inform Entertain	Reflect Instruct Inform Entertain
Grammar coverage	Word	homophones graphemes for phoneme /air/	modal verbs – could, should, would* alliteration	-ful and -less adjectives -ly adverbs un-prefix rhyming words / syllables	imperative verbs modal verbs – could, should, would* -ment and -ness suffixes simile/metaphor
(these may be taught multiple times throughout)	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*	subordination (when, if, that, because) noun phrases statements questions commands	questions statements commands subordination (if, because) noun phrases repetition for effect*

the sequence) * indicates coverage from a different year group	Punctuation	full stops capital letters questions marks exclamation marks	question marks apostrophes for contractions commas in lists	apostrophes for contractions capital letters – functions question marks	questions marks
	Text	sequencing sentences to form short narratives*	simple past -ed present tense verbs past and present progressive	past progressive verb agreement	subject-verb agreement

		Summer 1		Summer 2	
Author focus this term	Writing Root Unit	 The Dragon Machine <i>By Helen Ward</i>	 Ocean Meets Sky By The Fan Brothers	 Rosie Revere Engineer Andrea Beaty	 Last Stop at Market Street Matt de la Pena
	Outcomes Narrative Non-fiction	Dragon guides Letters of advice Encyclopaedia entries Explanations Shopping lists Descriptions	Labels Diary entries Instructions Postcards Captain's logs Dialogue Fantasy setting descriptions	Short explanations Advertisements Letters of advice School report cards (character descriptions) Invention descriptions	Metaphor poetry Simple character descriptions Interview questions Senses poetry Adverts Advice slips Persuasive letters
	Main Outcome	Own version narrative	Own version narrative	Explanation	Own version narrative
	Audience/ Form	- A guide to spotting dragons - Letter of advice to George - Encyclopaedia entry about dragons - Description of dragon machine - Own version dragon narrative	- Labels for box of precious items - Diary entry in present tense / past tense - Instructions for building a boat - Description of a boat - Captain's log of a long voyage - Postcard to mother - Dialogue for Finn and Grandpa - Fantasy setting description - Extended fantasy 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	- Metaphor poetry about the dragon bus - Descriptions of characters on the bus - Interview questions to the passengers - Senses poem about a journey - Adverts for the Soup Kitchen - Advice slips offering help - Letters of persuasion to local community - Own version narrative about a special journey to help others
	Purpose	Inform Persuade Describe	Inform Reflect Instruct	Explain Persuade Describe	Entertain Describe Inform

		Entertain	Describe Recount Entertain	Inform Instruct	Persuade
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 adjectives with -ing suffix -ment / -ness suffix -ful / -less suffix	est suffix -ful suffix technical vocabulary	ing suffix (adjectives / verbs) -ful / -ness suffix
	Sentence	simple prepositions* coordination (and, but, or) subordination (because, when, if, that) commands statements questions simple / expanded noun phrases adverbials of time*	coordination (and) subordination (because) noun phrases simple prepositions* commands exclamations questions adverbials of time*	subordination adverbs of time * expanded noun phrases statements exclamations commands questions prepositions*	expanded noun phrases prepositions* questions commands exclamations statements subordination (because, if, when) adverbs of time
	Punctuation	question marks commas in lists	commas in lists exclamation marks question marks	exclamation marks questions marks commas in lists capital letters for proper nouns*	commas in lists full stops question marks exclamation marks intro to inverted commas*
	Text	simple past -ed sequencing sentences to form short narratives*	present tense verbs simple past -ed paragraphs to group*	present tense verbs paragraphs to group*	present progressive regular past tense verbs (-ed) irregular past tense verbs