Long Term Overview: The Writing Journey – Year 2

Narrative   Non-fiction   Poetry

Writing genres to be covered					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
George and the Dragon – Usbourne Young Readers Great Fire of London – videos The Paper Bag Princess – Robert Munsch	Instructions Superhero theme – (text to be confirmed) The Disgusting Sandwich How Santa trains his elves (text tbc) The Christmas Story	Story with a familiar setting Katie Stories – James Mayhew Recounts – interviews, eyewitness accounts	The Twits – Roald Dahl Traction Man – Mimi Grey A Squash and a Squeeze – Julia Donaldson Easter Story	Katie Morag - Mairi Hedderwick The Shiny Pebble Poetry – shape poems Non-Chronological Report (leaflets)	Non-Chronological Report (booklets) Speaking and listening – presentation Letters to new teachers
Character description Setting description Narrative (role reversal) Recount – Castle day recount Poetry – Rhyme Persuasion - Letter of apology/morals	Instructions (Sandwich) (How to look after a dragon) Character description Persuasion – poster Narrative – innovated superhero comic strip, The Christmas Nativity Explanation (How Santa trains his elves)	Setting description Character description Narrative (stories about experiences of others - real) Recount - Newspaper report	Character description Setting description Recount – Roald Dahl Trip Narrative (sequencing) – innovated Traction Man comic strip Recount - Diary entry (perspective of old lady in Squash ad a Squeeze) Persuasive text (A Squash and a Squeeze) Narrative (Easter Story)	Setting description Character comparison Persuasion - Letter apology/morals Persuasion (Advert/Poster for Tring) Visual Poetry – Shape Poems with similes and alliteration	Information booklet – comparing animals in Tring and Island of Coll Letter writing Recount – Iroko drumming workshop Narrative – Free write Poetry – Acrostic poems linked to seasonal change day

		Grammar objectives to be revised and taught			
Y1 – Capital letters for proper nouns, Joining words and clauses using 'and' **Year 1 Grammar objectives** -Joining words and joining clauses using and -Using a capital letter for names of people, places and the personal pronoun 'I' -Capital letters for names and for the personal pronoun I **Terminology for pupils** capital letter, sentence, punctuation, full stop	Y1 – question marks, capital letters for proper nouns (days of the week) Y2 – using capital letters, full stops, exclamation marks and question marks **Year 1 Grammar objectives** - Introduction to question marks and exclamation marks to demarcate sentences **Terminology for pupils** question mark, exclamation mark **Year 2 Grammar objectives** -Learning how to use both familiar and new punctuation correctly including capital letters, full stops, exclamation marks and question marks	Y2 – co-ordinating conjunctions, apostrophes for contraction **Year 2 Grammar objectives** - Co-ordination (using or, and, but) -Learning how to use both familiar and new punctuation correctly including apostrophes for contracted forms -Apostrophes to mark where letters are missing in spelling **Terminology for pupils** apostrophe	Y2 – subordinating conjunctions, commas in lists, expanded noun phrases **Year 2 Grammar objectives** -Subordination (using when, if, that, or because) -Learning how to use both familiar and new punctuation correctly including commas for lists -Commas to separate items in a list -Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] **Terminology for pupils** Comma, noun, noun phrase, adjective, adverb, conjunctions	Y2 – tense, four sentence types **Year 2 Grammar objectives** -Correct choice and consistent use of present tense and past tense throughout writing -Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] -Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] -The present and past tenses correctly and consistently including the progressive form	Y2 – apostrophes for singular possession, Standard English, revision **Year 2 Grammar objectives** -Learning how to use both familiar and new punctuation correctly including apostrophes for the possessive (singular) -Apostrophes to mark singular possession in nouns [for example, the girl's name] -Some features of written Standard English

| | -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | | | of time, similes, metaphors | - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

-Sentences with different forms: statement, question, exclamation, command

Terminology for pupils
verb, adverbs, tense (past, present), statement, question, exclamation, command, conjunctions of time | |

* See separate SPaG planning