



Autumn					Spring					Summer				
Labels, lists and captions	Narrative	Poetry: List Poems	Recipes	Narrative	Narrative	Rules & recount	Poetry: Rhyme	Narrative	Poetry: Performance Poetry	Letters	Poetry: Free Verse	Narrative	Explanation	Narrative
Jasper's Beanstalk Sam Plants a Sunflower	Puffin Peter	Purple Is...	Gruffalo Crumble	Three Billy Goats Gruff; The Princess and the Pea, Stop! That's; Not my Story; Professor Goose Debunks Goldilocks	Stanley's Stick	Ravi's Roar Ruby's Worry	Oi Frog!	Madlenka Martha Maps It Out	Julia Donaldson's Poems to Perform	Paddington's Post Here Comes Mr Postmouse	A First Book of Poems: Out and About	Little Red and the Very Hungry Lion	The Big Book of Bugs Tad	We're Going to Find the Monster!
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)				


All objectives covered within each Year 1/2 unit are listed within this document. Please see the key below to understand how the objectives are presented:


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations
<b>Writing purpose</b> <b>No. of steps</b> <b>Genre</b> Title(s) of core text(s)	Genre: Specific features and structure of genre to be revised or taught within the unit	<ul style="list-style-type: none"> <li>Revision of <b>objectives</b> from previous year (with year group this was first introduced) <b>[NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]</b></li> <li><b>Statutory objectives (within the National Curriculum)</b> are listed in this way – bold, teal and underlined</li> <li>New <b>objectives</b> (introduced within current year group) are listed in black</li> </ul>	Revision of <b>objectives</b> from previous year (with year group this was first introduced)  <b>Statutory objectives (within the National Curriculum)</b> are listed in this way – bold, teal and underlined  New <b>objectives</b> (introduced within current year group) are listed in black	<b>Statutory terminology from Appendix 2 of the National Curriculum</b> are listed in this way – bold, teal and underlined	Suggestions for how teachers can adjust the unit plans, to support or challenge children working within younger or older age-related expectations for writing	


AUTUMN


 <b>Inform</b> <b>10 steps</b>  <b>Labels, Lists and Captions</b>  <i>Jasper's Beanstalk/ Sam Plants a Sunflower</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
	<p><b>Instructions:</b> Use <b>easy to follow, simple steps</b> or sentences for the reader to understand – these might be numbered</p> <p>Written in <b>time (or chronological) order</b> so that the reader acts in the correct sequence or order</p> <p>Sometimes includes a <b>list of 'things/ ingredients/ items'</b> that the reader will need before acting upon the instructions</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> <li>• Use <b>labels</b> or <b>captions</b> to show the reader something they might not know about</li> <li>• You could <b>speak to the reader directly, using 'you'</b> if you need to tell them or ask them to do something</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters for names of days of the week</b> help the reader to understand that this is a <b>proper noun</b></p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop,</b> verb, noun</p>	<p>Stretch/challenge to link clauses within instructions using <b>coordinating conjunctions</b></p> <p>Extend with <b>wider range of end-of-sentence punctuation</b> e.g. pose a question to the reader: <i>Do you know how to....?</i></p>

 <b>Entertain</b> <b>10 steps</b>  <b>Narrative</b>  <i>Puffin Peter</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
	<p><b>Narrative:</b> Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b></p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop,</b> verb, noun</p>	<p>Stretch/challenge to link clauses within instructions using <b>coordinating conjunctions</b></p> <p>Encourage use of <b>expanded noun phrases</b> with adjective to describe the noun</p>


 <p><b>Entertain (Poetry)</b> 5 steps List Poems <i>Purple Is...</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
	<p><b>Poetry:</b> Specific structures of poems can include <b>list poems</b>, which uses a list of words or phrases that represent a chosen topic</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind</p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop, adjective</b></p>	<p>Encourage use of <b>expanded noun phrases</b> with adjective to describe the noun – build further use of vocabulary</p> <p>Possible use of <b>exclamation mark</b> to show strength of feeling at end of line (extend children's use of punctuation)</p> <p>Introduce &amp; teach use of <b>commas for lists</b> and encourage children to use commas to separate items being listed within their poems</p>


 <p><b>Inform</b> 10 steps Recipes <i>Gruffalo Crumble</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
	<p><b>Recipe:</b> Use <b>easy to follow, simple steps</b> or sentences for the reader to understand – these might be numbered Written in <b>time (or chronological) order</b> so that the reader acts in the correct sequence or order Sometimes includes a <b>list of 'things/ ingredients/ items'</b> that the reader will need before acting upon the instructions</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> <li>• Use <b>labels</b> or <b>captions</b> to show the reader something they might not know about</li> <li>• You could <b>speak to the reader directly, using 'you'</b> if you need to tell them or ask them to do something</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p> <p>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop, verb, noun</b></p>	<p>Extend to <b>start to use subordination</b> in speech and apply within writing recipe [e.g. Use a spoon <u>so</u> you can mix everything together)</p> <p>Ensure understanding of a verb and consistent use of <b>present tense</b></p> <p>Discuss how the grammatical pattern in a sentence indicates its function as a <b>command</b> e.g. beginning with a verb</p>


 <p><b>Entertain</b> <b>20 steps</b></p> <p><b>Narrative</b></p> <p><i>Range of traditional tales</i></p>	<p><b>Genre features</b></p>	<p><b>Compositional choices according to writing purpose</b></p>	<p><b>Sentence level</b></p>	<p><b>Word level including punctuation</b></p>	<p><b>Grammatical terminology</b></p>	<p><b>Adaptations for Y2 curriculum</b></p>
	<p><b>Traditional tale:</b> Will often include <b>repeated phrases</b> May include <b>animal characters</b> that behave like humans (e.g. can talk) <b>Character names</b> will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include <b>happy endings</b></p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p> <p>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Careful choice of <b>nouns</b> and <b>verbs</b> help the reader to create a picture in their minds</p> <p>Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind</p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop,</b> verb, noun, adjective</p>	<p>Focus on use of adjectives to develop <b>expanded noun phrases</b>, encouraging more ambitious use of vocabulary</p> <p>Ensure understanding of a verb (focus on verbs: have, do, be and their past tense conjugations) and consistent use of <b>past tense</b></p>


 <p><b>Entertain</b> <b>10 steps</b></p> <p><b>Narrative</b></p> <p><i>Stanley's Stick</i></p>	<p><b>Genre features</b></p>	<p><b>Compositional choices according to writing purpose</b></p>	<p><b>Sentence level</b></p>	<p><b>Word level including punctuation</b></p>	<p><b>Grammatical terminology</b></p>	<p><b>Adaptations for Y2 curriculum</b></p>
	<p><b>Narrative:</b> Stories usually have a main <b>character</b> and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the <b>plot</b> of the story Introduce idea of fall-rise <b>story shape</b> for basic narrative structure</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p> <p>To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b></p> <p>As well as for names of people, we use <b>capital letters for names of places as well as days of the week</b></p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop,</b> verb, noun</p>	<p>Encourage greater range of <b>end-of-sentence punctuation</b> e.g. use of exclamation and question marks</p> <p>Extend to <b>start to use subordination</b> in speech and apply within narrative [e.g. <i>I will take this stick <u>because</u> I can fly with it.</i>]</p> <p>Encourage use of <b>commas for lists</b> to show range of imaginary items their own 'stick' will become (e.g. <i>My stick will be a broomstick, a lollipop and a trumpet.</i>)</p>

SPRING


 <b>Inform</b> <b>10 steps</b>  <b>Rules &amp; Recount</b>  <i>Ravi's Roar and Ruby's Worry</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
	<p><b>Recount:</b> Written in <b>simple past tense</b></p> <p>Events are recounted in the <b>time order</b> that they happened</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> <li>• Use <b>labels</b> or <b>captions</b> to show the reader something they might not know about</li> <li>• You could <b>speak to the reader directly, using 'you'</b> if you need to tell them or ask them to do something</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p> <p>To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters for names of days of the week</b> help the reader to understand that this is a <b>proper noun</b></p> <p>Writers also use a <b>capital letter for the personal pronoun I</b> because this is the name we call ourselves</p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop,</b> verb, noun</p>	<p>Stretch/challenge to link clauses within instructions using <b>coordinating conjunctions</b> (as well as some <b>subordination</b> e.g. <i>because</i>)</p> <p>If appropriate- application of Y2 spelling objective – when adding -ed (with a change to the root word)</p>


 <b>Entertain (Poetry)</b>  <b>5 steps</b> <b>Rhyme &amp; Nonsense Poems</b>  <i>Oi Frog!</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
	<p><b>Poetry:</b> Some poems can include <b>rhyme</b>, creating a sound pattern to help the reader predict what might come next</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish and chips</i>)</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Careful choice of <b>nouns</b> and <b>verbs</b> help the reader to create a picture in their minds</p> <p>Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind</p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop,</b> verb, noun, adjective</p>	<p>Create rhymes with a wider range of spelling variations (e.g. <i>a midge on a fridge, some mice on the ice, etc</i>)</p> <p>Encourage use of <b>exclamation mark</b> to show strength of feeling at the end of a line or in a similar way to the text in <i>Oi Frog!</i></p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
<p><b>Entertain</b> <b>15 steps</b></p> <p><b>Narrative</b></p> <p><i>Madlenka</i></p>	<p><b>Narrative:</b> Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the <b>plot</b> of the story</p> <p>Introduce idea of fall-rise <b>story shape</b> for basic narrative structure</p> <p>If appropriate, <b>speech bubbles</b> let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader’s interest and to know what the writing might be about</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p> <p>To avoid the reader becoming bored, <b>join sentences together with ‘and’</b> to create better rhythm and flow</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b></p> <p>Writers also use a <b>capital letter for the personal pronoun I</b> because this is the name we call ourselves</p> <p>An <b>exclamation mark at the end of a sentence</b> (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop, verb, noun, exclamation mark</b></p>	<p>Teach some irregular past tense verbs and <b>consistent use of simple past tense</b></p> <p>Encourage <b>consistent use of full stop and exclamation mark</b> and wider range of <b>conjunctions</b> to join ideas</p> <p>Teach the grammatical form of an <b>exclamatory sentence</b> and encourage use within writing</p> <p>Children in Y2 to use speech bubbles to add character dialogue, as a precursor to being taught about use of inverted commas in Y3 curriculum coverage</p> <p>Teach the use of <b>apostrophe for contractions</b> and encourage application in writing (e.g. <i>I’ve lost my tooth!</i>)</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
<p><b>Entertain</b> <b>(Poetry)</b></p> <p><b>10 steps</b></p> <p><b>Performance Poems</b></p> <p><i>Poems to Perform</i></p>	<p><b>Poetry:</b> Some poetry can be <b>performed</b> by using a change in volume and pitch of the voice and combining this with body actions / movement and gesture to create a mood or meaning for the audience</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader’s interest and to know what the writing might be about</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>Writers can <b>join words together with ‘and’</b> to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Writers also use a <b>capital letter for the personal pronoun I</b> because this is the name we call ourselves</p> <p>Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind</p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop, adjective</b></p>	<p>Focus on use of adjectives to develop <b>expanded noun phrases</b>, encouraging more ambitious use of vocabulary</p> <p>Opportunity to practise and apply Y2 spelling patterns and rules</p> <p>Review &amp; teach use of <b>commas for lists</b> and encourage children to use commas to separate items being listed within their poems</p>


SUMMER


 <b>Inform</b> <b>10 steps</b>  <b>Letters</b>  <i>Paddington's Post/ Here Comes Mr Postmouse/ Click Clack Moo</i>	<b>Genre features</b>  <b>Letter:</b> Sender's <b>address</b> in top-right corner & <b>Date</b> under the sender's address <b>Recipient's address</b> on left-hand side Start with 'Dear...' or 'To ...' <b>Sign off</b> with 'From...' or 'Love from...' (depending on how well you know your reader)	<b>Compositional choices according to writing purpose</b> <ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use <b>labels</b> or <b>captions</b> to show the reader something they might not know about</li> <li>• You could <b>speak to the reader directly, using 'you'</b> if you need to tell them or ask them to do something</li> </ul>	<b>Sentence level</b>  A reader needs <b>spaces between words</b> so that they can understand and follow the writing  To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow	<b>Word level including punctuation</b>  A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins  <b>Capital letters for names of days of the week</b> help the reader to understand that this is a <b>proper noun</b>  Instead of a full stop, a <b>question mark at the end of a sentence</b> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something	<b>Grammatical terminology</b>  <b>Letter, capital letter, word, sentence punctuation, full stop,</b> verb, noun, <b>question mark</b>	<b>Adaptations for Y2 curriculum</b>  Encourage/ review use of <b>apostrophe for contraction</b> within letters to friends e.g. 'Let's go to the park tomorrow...'  Teach use of <b>apostrophe for singular possession</b> – seen in the title 'Paddington's Post' – explore this use of apostrophe for children to use in their own letters  Ensure that children write addresses within their letters using capital letters for names of people and places, with a new line
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 <b>Entertain (Poetry)</b> <b>9 steps</b> <b>Free verse</b>  <i>Out and About</i>	<b>Genre features</b>  <b>Poetry:</b> Poems can be written as <b>free verse</b> , meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.	<b>Compositional choices according to writing purpose</b> <ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> </ul>	<b>Sentence level</b>  A reader needs <b>spaces between words</b> so that they can understand and follow the writing  Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish and chips</i> )	<b>Word level including punctuation</b>  A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins  Writers also use a <b>capital letter for the personal pronoun I</b> because this is the name we call ourselves  Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind	<b>Grammatical terminology</b>  <b>Letter, capital letter, word, sentence punctuation, full stop,</b> verb, noun, adjective	<b>Adaptations for Y2 curriculum</b>  Focus on use of adjectives to develop <b>expanded noun phrases</b> , encouraging more ambitious use of vocabulary  Opportunity to practise and apply Y2 spelling patterns and rules  Encourage <b>use of commas</b> to separate any lists within poems
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	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
<p><b>Entertain</b> <b>15 steps</b></p> <p><b>Narrative</b></p> <p><i>Little Red and the Very Hungry Lion</i></p>	<p><b>Narrative:</b> Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the <b>plot</b> of the story</p> <p>Introduce idea of fall-rise <b>story shape</b> for basic narrative structure</p> <p>If appropriate, <b>speech bubbles</b> let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader’s interest and to know what the writing might be about</li> </ul>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>Writers can <b>join words together with ‘and’</b> to make connections between things (e.g. <i>I ate fish and chips</i>)</p> <p>To avoid the reader becoming bored, <b>join sentences together with ‘and’</b> to create better rhythm and flow</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b></p> <p>An <b>exclamation mark at the end of a sentence</b> (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind</p>	<p><b>Letter, capital letter, word, sentence punctuation, full stop, exclamation mark,</b> adjective</p>	<p>Focus on use of adjectives to develop <b>expanded noun phrases</b>, encouraging more ambitious use of vocabulary</p> <p>Teach use of the <b>past progressive tense</b> to indicate that something was happening when another event happened at the same time (e.g. As she <u>was walking</u> along the road, a big bad wolf jumped out.)</p> <p>Consistent use of <b>end-of-sentence punctuation</b> to be used and supported via time spent proof-reading through reading the writing aloud</p> <p>Encourage use of <b>wider range of conjunctions</b> (e.g. when, if, that, because) to join ideas</p>



 <p><b>Inform</b> <b>10 steps</b></p> <p><b>Explanation</b></p> <p><i>The Big Book of Bugs/ Tad</i></p>	<p><b>Genre features</b></p> <p><b>Explanation:</b> Contains <b>diagrams/ illustrations</b> with labels May have <b>technical vocabulary</b> specific to the topic being explained Usually in <b>present tense</b> to clarify for the reader how something works at the time of writing <b>Stages of a process</b> are clearly broken down into steps to make this understandable for the reader to follow</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> <li>• Use <b>labels</b> or <b>captions</b> to show the reader something they might not know about</li> <li>• You could <b>speak to the reader directly, using 'you'</b> if you need to tell them or ask them to do something</li> </ul>	<p><b>Sentence level</b></p> <p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p> <p>To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow</p>	<p><b>Word level including punctuation</b></p> <p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>An <b>exclamation mark at the end of a sentence</b> (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a <b>question mark at the end of a sentence</b> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p>	<p><b>Grammatical terminology</b></p> <p><b>Letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark, exclamation mark</b></p>	<p><b>Adaptations for Y2 curriculum</b></p> <p>Teach use of the <b>present progressive tense</b> to indicate that something was happening when another event happened at the same time (e.g. <i>When the sun is <u>coming up</u>, the little bug hatches out of the egg.</i>)</p> <p>Encourage use of <b>wider range of conjunctions</b> (e.g. when, if, that, because) to join ideas</p> <p>Teach the use of <b>adverbs</b> to describe the verb and encourage children to use these within their own explanation text</p> <p>Encourage use of <b>apostrophe for singular possession</b> in their explanations (e.g. <i>The bug's wings are bright red.</i>)</p>
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 <p><b>Entertain</b> <b>10 steps</b></p> <p><b>Narrative</b></p> <p><i>We're Going to Find the Monster!</i></p>	<p><b>Genre features</b></p> <p><b>Narrative:</b> Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the <b>plot</b> of the story</p> <p>Introduce idea of fall-rise <b>story shape</b> for basic narrative structure</p> <p>If appropriate, <b>speech bubbles</b> let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> </ul>	<p><b>Sentence level</b></p> <p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p> <p>To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow</p>	<p><b>Word level including punctuation</b></p> <p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>An <b>exclamation mark at the end of a sentence</b> (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a <b>question mark at the end of a sentence</b> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p>	<p><b>Grammatical terminology</b></p> <p><b>Letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark, exclamation mark</b></p>	<p><b>Adaptations for Y2 curriculum</b></p> <p>Consistent use of <b>end-of-sentence punctuation</b> to be used and supported via time spent proof-reading through reading the writing aloud</p> <p>Focus on use of adjectives to develop <b>expanded noun phrases</b>, encouraging more ambitious use of vocabulary</p> <p>Teach the use of <b>adverbs</b> to describe the verb and encourage children to use these within their own narrative</p>
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