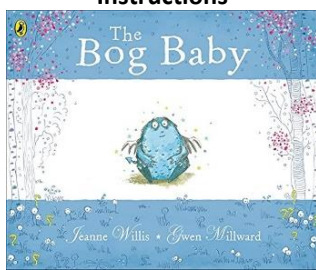
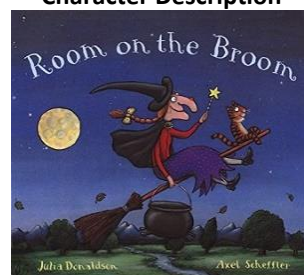
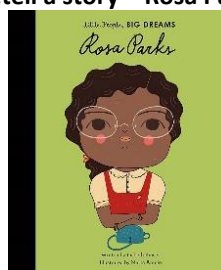

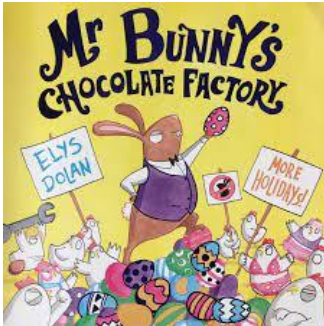
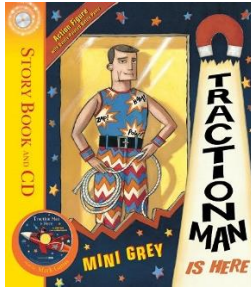
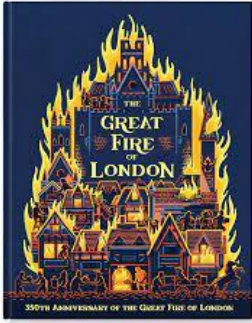



Year 2: Writing Sequenced Overview

Autumn Term															
1	2	3	4	5	6	7	8		1	2	3	4	5	6	7
Revision of Previous Year Basic Skills	Instructions 			Character Description 					Performance Poetry	Retell a story – Rosa Parks 			RWP: Crazy Creatures – Fact File 		Flexible week
										History Link: Rosa Parks			Science Link: Animals		
Sentence Knowledge Form lower-case letters in the correct direction, starting and finishing in the right place. Form lower-case letters of the correct size relative to one another in some of their writing. Write sentences that are sequenced to form a short narrative. Plan or say out loud what they are going to write about. Write about real events, recording these simply and clearly. Write down ideas and or key words, including new vocabulary. Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Consistently use of past and present tenses within all forms of writing. (has/had, was/were)						Grammar Knowledge Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting). Controlled use of statements, questions, exclamations or commands. Consistent use of full stops, capital letters, question marks and exclamation marks. Evidence of commas within a list. Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns. Experimentation with inverted commas. A growing ability to accurately proofread to check for errors in grammar and punctuation is evident.						Punctuation Knowledge Demarcate some sentences with capital letters and full stops. Attempt to use: ? ! Use apostrophes to write words in their contracted forms. Use question and exclamation marks independently. Apostrophes for omission and singular possession. Distinguish between homophones.			
Spelling Knowledge	Spelling Shed Scheme Daily teaching & practice given in Phonics and Word of the Day														

Spring Term														
1		2	3	4	5	6		1	2	3	4	5		
Revision of Previous Term		Letter		Story - Adventure				Newspaper – Great Fire of London					Story – Alternative Traditional Tales	
Basic Skills														
								History: Great Fire of London						
Sentence Knowledge				Grammar Knowledge				Punctuation Knowledge						
Use expanded noun phrases to describe and specify. Use a range of sentences (e.g statements, questions, exclamations and commands). Use co-ordinating conjunctions (e.g or, and, but, so). Use some subordinating conjunctions (e.g. after, as, because, if, that, when). Write about real events. Sentences with different forms: statements and questions. Begin to use subordination: when, if, that, or, because and co-ordination: or, and, but. Reread to check that their writing makes sense. Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.				Consistently use of past and present tenses within all forms of writing. (has/had, was/were). Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting). Controlled use of statements, questions, exclamations or commands. Consistent use of full stops, capital letters, question marks and exclamation marks. Evidence of commas within a list. Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns. Experimentation with inverted commas. A growing ability to accurately proofread to check for errors in grammar and punctuation is evident.				Demarcate some sentences with capital letters and full stops. Attempt to use: ? ! Use apostrophes to write words in their contracted forms. Use question and exclamation marks independently. Apostrophes for omission and singular possession. Distinguish between homophones.						
Spelling Knowledge		Spelling Shed Scheme Daily teaching & practice given in Phonics and Word of the Day												

