

Vine Core Curriculum

Termly Curriculum Overviews – Writing

Year Group - Year 2

CHILDREN MUST ACHIEVE ALL THE UNDERLINED EXPECTED STANDARD OBJECTIVES FROM THE FRAMEWORK TO BE EXPECTED STANDARD

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others
- Spell many common exception words
- Form capital letters and digits of correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of letters.

	Autumn	Spring	Summer
Planning, Composing and Evaluating	<p>Write simple, coherent narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops</p> <p>Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write a story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem based on a given structure Use some adventurous vocabulary Re-read writing for sense Use expression when reading aloud their writing Evaluate their writing with others</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Plan a narrative text Plan non-narrative text types Write about personal experiences and real events Write an entertaining story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Ensure that there is a clear beginning, middle and end in their writing Develop an idea over several sentences Use adventurous vocabulary Add detail to interest the reader Build writing stamina through writing longer pieces Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing... Re-read writing for sense Check writing for consistent use of tense Evaluate their writing with others and by themselves</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Use structures from reading to aid planning Embed the sentence by sentence process of think, say, write, check Make their writing lively and interesting for the reader Write about personal experiences and real events Write an entertaining story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem Ensure that there is a clear beginning, middle and end in their writing Use adventurous vocabulary Add detail to interest the reader Build writing stamina through writing longer pieces Re-read writing for sense</p>

			<p>Check writing for consistent use of tense (including the progressive form of verbs)</p> <p>Proof-read for spelling, grammar and punctuation errors</p> <p>Use expression when reading aloud their writing</p> <p>Evaluate their writing with others and by themselves</p> <p>Improve their writing style by adding new techniques to their repertoire</p>
Grammar, Punctuation and Vocabulary	<p>Recognise and write statements</p> <p>Recognise and write questions</p> <p>Recognise and write commands</p> <p>Join sentences with 'or' and 'but'</p> <p>Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions</p> <p>Identify and know the purpose of adjectives</p> <p>Write expanded noun phrases</p> <p>Avoid using 'and', 'but' or 'so' after a full stop</p>	<p>Use present and past tense mostly correctly and consistency</p> <p>Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions</p> <p>Write expanded noun phrases</p> <p>Identify and know the purpose of adjectives</p> <p>Use apostrophes for simple contracted forms</p> <p>Use 'when', 'if', 'that' and 'because' to extend sentences</p> <p>Use commas for lists</p> <p>Write consistently in 'past' or 'present' tense</p> <p>Form adverbs by adding -ly to adjectives</p> <p>Identify and use -ly adverbs</p>	<p>Use present and past tense mostly correctly and consistency</p> <p>Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Identify and know the purpose of verbs</p> <p>Use interesting verbs when writing</p> <p>Explain what an apostrophe is</p> <p>Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing</p> <p>Form nouns by using suffixes such as -ness and -er.</p> <p>Form adjectives using -ful, -er, -est and -less (link with spelling)</p>
Spelling	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</p> <p>Segment words into individual phonemes to aid correct spelling</p> <p>Choose the correct grapheme where there are several options</p> <p>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p>Spell words ending with the 'i' sound spelt y e.g. fry</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</p> <p>Spell many common exception words</p> <p>Segment words into individual phonemes to aid correct spelling</p> <p>Choose the correct grapheme where there are several options</p> <p>Spell two syllable words</p> <p>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</p>	<p>Spell many common exception words</p> <p>Investigate spelling patterns and conventions</p> <p>Spell words ending in the 'l' sound and spelt -le e.g. table</p> <p>Spell words ending in the 'l' sound and spelt -el e.g. camel</p> <p>Spell words ending in the 'l' sound and spelt -al e.g. pedal</p> <p>Spell words ending in the 'l' sound and spelt -il e.g. fossil</p> <p>Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw</p> <p>Spell the 'zh' sound spelt s e.g. treasure</p> <p>Spell words with the suffix -ment e.g. enjoyment</p>

	<p>Spell words where -es is added to a word ending in y e.g. flies</p> <p>Spell words with the 's' sound spelt c before e, i and y e.g. city</p> <p>Spell words beginning with the 'r' sound spelt wr e.g. wrote</p> <p>Spell words ending with the 'ee' sound spelt ey e.g. monkey</p> <p>Spell words with the 'u' sound spelt o e.g. Monday</p> <p>Spell words with the suffix -ly e.g. badly</p> <p>Spell contracted words using the apostrophe e.g. can't</p> <p>Apply spellings and spelling conventions taught in their own work</p>	<p>Spell words with the 'j' sound spelt j, g, ge and dge</p> <p>Spell words with the 'or' sound spelt a before an l or a ll e.g. call</p> <p>Spell words with the 'or' sound spelt ar after w e.g. warm</p> <p>Spell words with the 'o' sound spelt a after w and qu e.g. watch</p> <p>Spell words with the 'ur' sound spelt or after w e.g. word</p> <p>Spell words with the suffixes -ful and -less</p> <p>Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried</p> <p>Spell two syllable words ending in -tion e.g. station</p> <p>Apply spellings and spelling conventions taught in their own work</p> <p>Spell frequently confused common homophones e.g. here and hear</p>	<p>Spell words with the suffix -ness e.g. sadness</p> <p>Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest</p> <p>Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping</p> <p>Spell common homophones e.g. there, their and they're</p> <p>Use the possessive apostrophe with singular nouns e.g. Sid's</p> <p>Write simple dictated sentences using spelling and punctuation knowledge taught so far</p> <p>Apply spellings and spelling conventions taught in their own work</p>
<p>Handwriting and Presentation</p>	<p>Form capital letters and digits of correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of letters.</p> <p>Write capital letters and digits of the correct size</p> <p>Form lower case letters of the correct size relative to one another</p>	<p>Form capital letters and digits of correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of letters.</p> <p>Write capital letters and digits of the correct size</p> <p>Form lower case letters of the correct size relative to one another</p> <p>Ensure spacing between words is appropriately sized</p>	<p>Use diagonal and horizontal strokes to join letters together</p> <p>Ensure spacing between words is appropriately sized</p> <p>Know which letters not to join</p>
<p>Spoken Language</p>	<p>Add detail to their talk to keep the listener interested</p> <p>Follow up listening with relevant questions</p> <p>Keep on topic during discussion</p>	<p>Use emphasis, story language and interesting vocabulary when telling stories</p> <p>Be able to extract key points when listening to an adult</p>	<p>Comment constructively after listening</p> <p>Reach agreement in a group</p> <p>Ensure all group members have a turn</p> <p>Use gesture to support talk</p> <p>Make up plays from stories and other stimuli</p> <p>Learn and deliver some lines</p> <p>Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects</p>