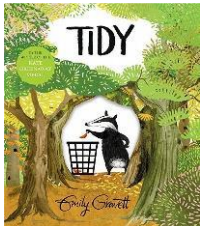
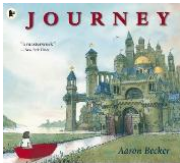
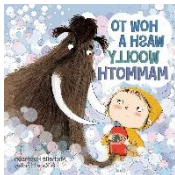
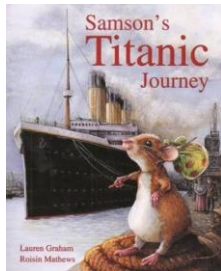
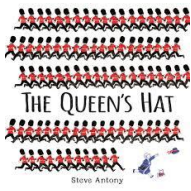
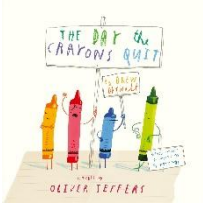
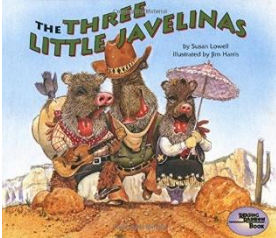




St Swithun Wells Catholic Primary School - Writing Overview Year 2



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: Tidy  Outcome: character description / letter Audience: animals of the forest Purpose: to describe; apologise and ask for help Form: description	Text: Journey  Outcome: Portal Story Purpose: To entertain Audience: Mrs Lown Form: narrative Viewpoint: first person	Text:  How to Wash a Woolly Mammoth –spring Outcome: Information leaflet Purpose: Inform Audience: George Form: Leaflet Viewpoint:	Text: <u>The Great Gran Plan</u> -  spring Outcome: Text driver: Picture book to develop deeper inference skills. Boost reading skills pre SATs Link with traditional fairy tales Audience: purpose: to entertain form: narrative viewpoint: different character	Text: Samson's Titanic Journey 	Text:  <u>The Queen's Hat (and The Queen's Handbag – linked) summer 1/2</u> Outcome: Letter sharing the story/ recommending Purpose: to inform Audience: Y6 Form: Letter Viewpoint: Text driver: narratives with similar themes.

Vocabulary Tidied, untangled, picked, polished, rubbed, swept, scoured, scrubbed, hunted, tossed, turned, rumbled, churned, succeeded, ordered	Explore Bored Lonely Active Enchanted Infer/inference Travel Archway Lookut Fortress Turret Gate Dome River Waterway Tower barge	Vocabulary Imperative Adverbial Scrub Wash Mammoth Instruction	Vocabulary Fairy-tale Wolf Pig Save rescue	Vocabulary Shipyard Voyage Journey Driftwood Rescued Grandeur	Vocabulary Sneaky Guard Buckingham palace The underground Whoosh Swooped Trafalgar square
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	School Nativity	Text: The Day the Crayons Quit –spring  Text drivers: exploring alternatives to narrative (poetry, instructions) and links with themes. <u>Apprentice pieces:</u> writing as different characters	Text: RE – writing linked to The Easter Story Recapping all taught grammar so far and applying	Text: The Three Javelinas  Outcome: To write the story Audience: Susan Lowell Purpose: to entertain Form: story Viewpoint: Javelina	Text:

		emotive language practise Outcome: Letter from stationery e.g. gluestick, scissors etc. Audience: to include: Duncan, Crayons, Mrs Lown Purpose: to inform/ to persuade/ to apologise Form: Letter			
Vocabulary		Vocabulary Over worked Unfair Exhausted Tired Favourite	Vocabulary Easter Jesus Tomb Crucified Resurrection disciples	Vocabulary Desert Javelina Cacua Coyote Tumbleweed Adobe Invisible Suspicious Snout Steep Panting Cackle Tender raggedy	Vocabulary

The children will also write about personal experiences across the year including school trips, school events and visitors to school.

Curriculum priorities (subject to change following ongoing teacher assessment)					
Transcription Correct letter formation Alternative phonemes for spelling Apply common exception words from Year 1 Spell words with taught suffixes (eg -ing, -er, -est)	Transcription Correct letter formation Alternative phonemes for spelling Apply common exception words from Year 1 Spell words with taught suffixes (eg -ing, -er, -est)	Transcription Sizing (upper / lower case) Spell some homophones and near homophones Spell common exception words from Year 2 taught so far	Transcription Sizing (upper / lower case) Spell some homophones and near homophones Spell common exception words from Year 2 taught so far	Transcription Fluency / accuracy in shape, size and sitting Application of suffixes to spell longer words Application of apostrophes for omission Use Year 2 common exception words	Transcription Fluency / accuracy in shape, size and sitting Application of suffixes to spell longer words Application of apostrophes for omission Use Year 2 common exception words
Sentence structure Start and end punctuation Secure use of and / but to link two main clauses Simple subordination using because	Sentence structure Start and end punctuation Secure use of and / but to link two main clauses Simple subordination using because	Sentence structure Secure coordination (and, but, so) and subordination (because, when) Commas for lists Use a statement	Sentence structure Secure coordination (and, but, so) and subordination (because, when) Commas for lists Use a statement	Sentence structure Secure coordination (and, but, so) and subordination (because, when, if) Use a command	Sentence structure Secure coordination (and, but, so) and subordination (because, when, if) Use a command

Grammar Past tense Expanded noun phrases (adj + adj + noun)	Grammar Past tense Expanded noun phrases (adj + adj + noun)	Grammar Irregular verbs Adjectives using suffixes – -less / -ful	Grammar Irregular verbs Adjectives using suffixes – -less / -ful	Grammar Apostrophe for singular possession Progressive verbs (past and present) to mark actions in progress	Grammar Apostrophe for singular possession Progressive verbs (past and present) to mark actions in progress
Composition Plan ideas and collect key vocabulary Write a series of linked / cohesive sentences Proof reading for spelling errors	Composition Plan ideas and collect key vocabulary Write a series of linked / cohesive sentences Proof reading for spelling errors	Composition Collecting ideas, drafting and re-reading for sense Verbs to indicate time Linked sentences are used in sections to develop ideas Proof reading for spelling and punctuation errors	Composition Collecting ideas, drafting and re-reading for sense Verbs to indicate time Linked sentences are used in sections to develop ideas Proof reading for spelling and punctuation errors	Composition Collecting vocabulary appropriate to purpose and audience Proofreading to check for errors – spelling, grammar and punctuation	Composition Collecting vocabulary appropriate to purpose and audience Proofreading to check for errors – spelling, grammar and punctuation