

Year 2 Overview

Units

Writing Outcome	Entertain	Persuade	Poetry	Discuss	Inform
Autumn 1 - Our City in the Spotlight Narrative - Traction Man retelling Narrative - On the Way home Letter - The Day the Crayons Quit Diary - Jamie's Street Diary Poetry - 10 things found in a teacher's drawer Narrative - The Way Back Home Instructions - How to make a car (DT link) Non-chronological report - Coventry		Spring - Around the World Narrative - Three little pigs Non-chronological report - UK Letter - Meerkat Mail Folk Tale - The Tiger Child Non-chronological report - Mexico Recount - Mexico WOW day Setting description - UP		Summer - Conquering Land and Sea Narrative - Rapunzel Recount - Medieval Day Poetry - Acrostic dragon poem SATs Narrative - shipwreck Letter - from Grace Darling Advert - How to be a knight Recount - Warwick Castle	

Suggested Texts

These are **limited** recommendations. Any high-quality text, that fits with the aims of the unit, can be planned from.



Skills and Knowledge

Composition <ul style="list-style-type: none"> I can write poetry. I can write for different purposes, writing long and short pieces of work. I can plan my writing by writing down my ideas or talking about them. I can proofread my work and check for spelling, punctuation and grammar errors. Vocabulary, punctuation and grammar <ul style="list-style-type: none"> I can use these words in my writing: when, if, that, because. I can sometimes use exclamation marks. 	Composition <ul style="list-style-type: none"> I can write a long piece of text about a real event in one go. I can write for different purposes, writing long and short pieces of work. I can plan my writing by writing down my ideas and key words and new vocabulary I can proofread my work and check for spelling, punctuation and grammar errors. I can change my writing and make corrections after I have spoken to a teacher or another child about it. 	Composition <ul style="list-style-type: none"> I can write a long piece of text about a real event in one go. I can write for different purposes, writing long and short pieces of work. I can plan my writing by writing down my ideas and key words and new vocabulary I can proofread my work and check for spelling, punctuation and grammar errors. I can change my writing and make corrections after I have spoken to a teacher or another child about it. I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.
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- I can explain what these words mean: noun, noun phrases, comma, verb, adverb, statement, question, exclamation, command and adjective.
- I can tell if a sentence is a question, command, exclamation or a statement.
- I can spell words which use an apostrophe to show possession.
- I can spell most words which have been shortened and include apostrophes.
- I can make new words by adding –ness and –er and the end of a word.

Speaking and listening

- I can read my work aloud with confidence using the tone of my voice to make the meaning clear.
- I can plan my writing by talking about my ideas.

Handwriting

- I can write lower case letters that are all the same size in most of my writing.
- I can write capital letters and numbers the right way up and the correct size relative to each other and lower case letters.
- I can use spacing between words that fits with the size of the letters.

Vocabulary, punctuation and grammar

- I can use these words in my writing: when, if, that, because.
- I can sometimes use exclamation marks.
- I can explain what these words mean: noun, noun phrases, comma, verb, adverb, statement, question, exclamation, command and adjective.
- I can tell if a sentence is a question, command, exclamation or a statement.
- I can spell words which use an apostrophe to show possession.
- I can spell most words which have been shortened and include apostrophes.
- I can make new words by putting two words together e.g. whiteboard, superman.
- I can use the correct tense in my writing.
- I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.
- I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.

Speaking and listening

- I can read my work aloud with confidence using the tone of my voice to make the meaning clear.
- I can plan my writing by talking about my ideas.

Handwriting

- I can write capital letters and numbers the right way up and the correct size relative to each other and lower case letters.
- I can use spacing between words that fits with the size of the letters.
- I can use the diagonal and horizontal strokes I need to join letters in most of my writing.
- I know which letters, when they are next to one another, are best left unjoined.

Vocabulary, punctuation and grammar

- I can use these words in my writing: when, if, that, because.
- I can explain what these words mean: noun, noun phrases, comma, verb, adverb, statement, question, exclamation, command, suffix, tense (past and present), apostrophe and adjective.
- I can tell if a sentence is a question, command, exclamation or a statement.
- I can spell most words which have been shortened and include apostrophes.
- I can use the correct tense in my writing.
- I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.
- I can make new words by adding –ness and –er and the end of a word.
- I can make new words by adding –ful, -less to the end of a word e.g. helpful, helpless.

Speaking and listening

- I can read my work aloud with confidence using the tone of my voice to make the meaning clear.
- I can plan my writing by talking about my ideas.

Handwriting

- I can use spacing between words that fits with the size of the letters.
- I can use the diagonal and horizontal strokes I need to join letters in most of my writing.
- I know which letters, when they are next to one another, are best left unjoined.