Year 2

Termly Writing Outcome

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts Blue: Values Link Green: Eco Link Authors re-visited across the year: Oliver Jeffers x3 (Y1) Beth Woolvin x3 Lauren Child x5 Tom Percival x3 Emily Gravett x3	1. Ruby's Worry-Tom Percival (Love) 2. Wolves-Emily Gravett (Peace) 3. Here We Are-Oliver Jeffers 4. Little Red-Bethan Woolvin 5. Hansel & Gretal-Beth Woolvin 6. Rapunzel-Beth Woolvin	1. The Boys-Lauren Ace (Respect) 2. Tidy-Emily Gravett (Peace) 3. Daisy & the Trouble with Nature-Kes Gray (Poetry) 4. It Starts with a Bee-QED (Poetry) 5. Proudest Blue-Ibtihaj Muhammad 6. The Kindest Red-Ibtihaj Muhammad	1. The Invisible-Tom Percival (Resilience) 2. The Tiny Seed-Eric Carle 3. I am the Seed that Grew the Tree-Fiona Waters (Poetry) 4. The Great Kapoke Tree-Lynne Cheryy 5. Dear Greenpeace-Simon James	1. The Girls-Lauren Ace (Honesty) 2. Too Much Stuff! Emily Gravett (Responsibility) 3. Who's Afraid of the Big Bad Book-Lauren Child 4. Beware of the Storybook Wolves-Lauren Child 5. The Princess & The Pea-Lauren Child 6. Goldilocks & the 3 Bears-Lauren Child	1. Astro Girl-Ken Wilson Max (Perseverance) 2. The Tea Party in the Woods-Akiko Miyakoshi 3. Princesses Break Free-Timothy Knapman 4. The Tin Forest-Helen Ward 5. Sulwe-Lupita Nyongo	1. The Great Paper Caper-Oliver Jeffers (Forgiveness) 2. My Heart was a Tree-Michael Morporgo (Poetry) 3. The Curious Garden-Peter Brown 4. What We'll Build-Oliver Jeffers 5. Meanwhile Back on Earth-Oliver Jeffers 6. The Giraffe, The Pelly and Me-Roald Dahl
Text Type & Quality Independent End Writing Outcomes **Year groups to plan for daily opportunities to draft and rehearse towards end outcomes using the Narrative Progression for Planning & Preparation guide.**	Narrative: (4-week unit) x2 Traditional Tales x2 Fables (3-week unit)	Poetry: (1-week unit) x1 Acrostic Poem x1 Concrete Poem Recount: (4-week unit) x1 Recount x1 Recount	Persuasive Text (3-week unit) X1 poster X1 letter X1 Book review Poetry (1- week unit) X1 Nonsense Rhyme	Narrative: (4-week unit) x2 Traditional Tales x1 Recount (2-week unit) Whipsnade Zoo	Narrative: (4-week unit) x2 Traditional Tales x1 Explanatory Text (2-week unit)	Poetry: (1-week unit) x1 Nonsense Rhyme x2 Instructions (3-week unit)
Cross Curricular Link		History	Science	Science	Geography	PE RE
Grammar Sequence	Questions, statements, exclamations and commands. Nouns- plural noun suffixes (adding 's' or 'es) Expanded noun phrases (for description and specification)	Verbs- progressive verbs in the past and present tense. Suffixes that can be added to verbs (adding ed, ing or er) Use of suffux 'er' and 'est' in adjectives. Use of 'ly' to turn adjective into adverbs.	Subordination (using when, if, that, because) Co-ordination (using or, and, but) Prefix (Adding 'un' in front of a word) How it changes the meaning of verbs and adjectives. e.g. unkind, untie		Year 3 objectives Formation of nouns using 'prefixes (super, anti, auto) Using 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Revision of all SPAG covered so far.	Year 3 objectives Expressing time, place and cause using conjunctions, adverbs or prepositions. Revision of all spag covered so far.
Punctuation Sequence	Revisiting punctuation to sections of text. Using capital letters for names, days of the week, places and the personal pronoun.	securing punctuation to sections of text. Using capital letters for names, days of the week, places and the personal pronoun.	Apostrophes to mark where letters are missing e.g. you're or to mark possession. Use of commas in a list. Present and past tense		Introduction of inverted commas to punctuate direct speech.	Securing inverted commas to punctuate direct speech.

Narrative Progression for Y2	**Planning and preparation** Listen to stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans and props based on the story or narrative that has been shared. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Make use of ideas from reading, e.g. using repetition to create an effect. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words. • Write narratives using their plans. Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, for example, to a partner, small group or the teacher.	**Generic text features** Narratives and retellings are told/ written in first or third person • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. They are simply developed as either good or bad characters. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.	**Grammatical features** Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her… • Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. • Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. • Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using full-stops, capital letters and finger spaces. Use of conjunctions e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form exclamative sentences, e.g. How amazing was that!, What an incredible sight! • Question marks can be used to form questions, including rhetorical questions used to engage the reader. • Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. • Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.		

TEXT LEVEL SUPPORT: NON-FICTION TEXTS

The Purpose of Non-Fiction Texts:

Non-fiction texts are wide ranging and occur in many forms in everyday life. The following tables and supporting guidance select the most common forms of non-fiction. Many non-fiction texts in real life blur the boundaries between text types and their features. The most common language features are listed for each text type but variants of all text types occur, especially when they are used in combination. The features listed are often but not always present.

1/5 PROGRESSION IN EXPLANATORY TEXTS

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children's dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning. Like all text types, explanatory texts vary widely and are often found combined with other text types.

Purpose of Explanatory Texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.
Common forms of instructional text:

- How to design and make artefacts
- Technical manuals: how to operate computers, phones, devices
- How to carry out science experiments or to carry out a mathematical procedure
- How to play a game
- Writing rules for behaviour
- How to cook and prepare food
- Timetables and route-finders
- Posters, notices and signs
- Instructions on packaging

Year Group	Grammatical features to include in explanations
Year 1	n/a
Year 2	• Consistent use of **present tense** • **Questions** can be used to form titles • **Question marks** are used to denote questions (Y1) • Use **conjunctions** e.g. so…because
Year 3	• **Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** • **Heading and subheadings** used to aid presentation
Year 4	• Use **fronted adverbials** • Use of **paragraphs** to organise ideas • Create **cohesion** through the use of **nouns and pronouns**
Year 5	• **Indicate degrees of possibility using adverbs** and **modal verbs** • **Use layout devices** to provide additional information and guide the reader • Create **cohesion within paragraphs** using adverbials • **Relative clauses** can be used to add further information • **Parenthesis** can be used to add clarification of technical words
Year 6	• Adapt **degrees of formality and informality** to suit the form of the explanation • Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials • **The passive voice** can be used

2/5 PROGRESSION IN INSTRUCTION/PROCEDURAL TEXTS

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose of Instruction/Procedural Text:

To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.

Common forms of instructional text:

- How to design and make artefacts
- Technical manuals: how to operate computers, phones, devices
- How to carry out science experiments or to carry out a mathematical procedure
- How to play a game
- Writing rules for behaviour
- How to cook and prepare food
- Timetables and route-finders
- Posters, notices and signs

• Instructions on packaging	
Year Group	**Grammatical features to include in explanations**
Year 1	• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These • should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
Year 2	• Use of **command sentences** • **Commas** in lists
Year 3	• **Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** • **Heading and subheadings** used to aid presentation
Year 4	• Create **cohesion** through the use of **nouns and pronouns** • Use **fronted adverbials**
Year 5	• **Parenthesis** can be used to add additional advice • **Relative clauses** can be used to add further information • **Modals** can be used to **suggest degrees of possibility** • **Use layout devices** to provide additional information and guide the reader
Year 6	• Adapt **degrees of formality and informality** to suit the form of the instructions • Create **cohesion across the text** using a wide of cohesive devices including layout features

3/5 PROGRESSION IN PERSUASIVE TEXTS

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose of Persuasive Text: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	
Common forms of persuasive text: • Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues • Writing letters about topics such as traffic on the high street or deforestations • Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse • Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition • Writing book reviews for other pupils • Book blurbs • Political pamphlets • Applying for a job or a position on the school council	
Year Group	**Grammatical features to include in persuasive texts**
Year 1	n/a
Year 2	• Written in **present tense** • Rhetorical questions • Effective use of **noun phrases**
Year 3	• **Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** • Use **present perfect** form of verbs
Year 4	• Create **cohesion** through the use of **nouns and pronouns** • Use **adverbials** e.g. therefore, however… • Use **paragraphs** to organise ideas • Effective use of **expanded noun phrases**

Year 5	• **Modals** can be used to **suggest degrees of possibility** • Create **cohesion within paragraphs** using adverbials
Year 6	• **Make formal and informal vocabulary choices** • Adapt **degrees of formality and informality** to suit the form of the text • **The passive voice** can be used in some formal persuasive texts • Use conditional forms such as the **subjunctive form** to hypothesise • Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials

4/5 PROGRESSION IN REPORT TEXTS

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

Purpose of Report Text: To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.	
Common forms of report text: • Describing aspects of daily life in history (e.g. fashion, transport, buildings) • Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological • creatures) • Comparing and describing localities or geographical features • Describing the characteristics of religious groups and their lifestyles in RE • Information leaflets • Tourist guidebooks • Encyclopaedia entries • Magazine articles • Letters • Non-fiction books • Catalogues	
Year Group	**Grammatical features to include in persuasive texts**
Year 1	• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be • written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National • Curriculum for Year 1.
Year 2	• Use **present and past tense** throughout writing • **Questions** can be used to form titles • **Question marks** are used to denote questions (Y1) • Use **conjunctions** e.g. because to aid explanation • **Use adjectives** including **comparative adjectives** to create description

Year 3	• **Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** • **Headings and subheadings** used to aid presentation
Year 4	• Create **cohesion** through the use of **nouns and pronouns** • Use of **paragraphs** to organise ideas
Year 5	• Create **cohesion within paragraphs** using adverbials • **Parenthesis** can be used to add additional information • **Use layout devices** to provide additional information and guide the reader
Year 6	• Use **vocabulary typical of informal speech** and that appropriate for **formal speech** in the appropriate written forms • **The passive voice** can be used • Create **cohesion across paragraphs** using a wider range of cohesive devices such as organisational features, headings and questions.

5/5 PROGRESSION IN RECOUNT TEXTS

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose of Recount Texts:

To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Common forms of recount texts:

- Retelling stories in English lessons and other curriculum areas such as RE
- Giving accounts of schoolwork, sporting events, science experiments and trips out
- Writing historical accounts
- Writing biographies and autobiographies
- Letters and postcards
- Diaries and journals
- Newspaper reports
- Magazine articles
- Obituaries
- Encyclopaedia entries

Year Group	Grammatical features to include in persuasive texts
Year 1	• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written • about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National • Curriculum for Year 1.
Year 2	• Use **past and present tense** throughout writing • Use **progressive** forms of verbs • Use **conjunctions** for coordination and subordination • Use of **noun phrases**
Year 3	• **Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** • **Inverted commas can be used to punctuate direct speech**
Year 4	• Use of **paragraphs** to organise ideas • Effective use of **expanded noun phrases** • **Fronted adverbials** (e.g. Later that day)

Year 5	• Use of the **past perfect** • **Modals** can be used to indicate degrees of possibility • Create **cohesion within paragraphs** using adverbials
Year 6	• Use of the **past perfect progressive** form of verbs • Adapt **degrees of formality and informality** to suit the form of the text • Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials