

Year 2 Writing Overview

Year 2 AU1	FIRE FIRE! Traditional Tales - The Gingerbread man Three Billy Goats Gruff Humpty Dumpty After the Fall - Dan Santat	Grammar teaching: Demarcate sentences with FS and CL. Using expanded noun phrases. MAIN: Description of gingerbread. Look, taste, touch. Create sentences - demarcated appropriately and with simple noun phrases building upon year 1's adjectives for size, shape, texture, colour <i>E.g The gingerbread is golden brown and smooth. It has a round head with sticky icing eyes and a gooey red smile. The gingerbread man has 3 shiny silver buttons and a stripy white and blue hat. It is quite hard and tastes sweet and a bit spicy. I liked the... I did not like the...</i> Grammar teaching: Commands, questions and exclamations MAIN: Instructions for how to make gingerbread. Write recipe including ingredients and steps for how to make gingerbread man. <i>E.g Do you enjoy a sweet treat? Do you like baking? Why not try this recipe? Mix together sugar and butter so it is creamy. Add a sprinkle of ginger. Bake it in the oven then let it cool. What a delightful biscuit!</i> Grammar teaching: Coordination using and, but and introduce so MAIN: Narrative of The Gingerbread man Learn and rewrite. <i>E.g The sly fox told the little gingerbread man to climb on his back so he could take him across the river. They swam a little way but the water got deeper and deeper.</i> Grammar teaching: Revise conjunctions , commas to separate in a list MAIN: Retell a simple traditional tale, writing as a simple story and then taking a known tale and recasting as opposite. <i>E.g Once upon a time there were three baby trolls. They lived in a valley in the hills. One day they saw a field of yummy rotten fruit, juicy bogs and insects on the other side of the valley. The trolls decided to go there because they were hungry. The three baby trolls had to cross a river. There was only one bridge across the river and underneath there lived a terrible, grumpy goat. The grumpy goat always stomped over the bridge and butted whoever crossed into the river.</i> Grammar teaching: Discuss the rhyme and how HD may be feeling. What questions might we like to ask? <i>What happened? Did you fall or were you pushed? Do you feel ok? Do you need anything? Add this to books focusing on CL and ?</i> MAIN: Listen and recite original Humpty Dumpty. Write a get well card to Humpty - Focus on layout and questions. <i>E.g Dear Humpty, How are you feeling? I heard about your crash. It sounded horrible.</i>	
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Year 2 AU2	Vlad + The GFOL - Kate Cunningham	This half term's writing is based around the history learning predominantly. Read through Vlad and the GFOL. Grammar teaching: Demarcate sentences with FS and CL. Using expanded noun phrases. Using commas to split adjectives (old sentence of three) to describe. Create sentences - demarcated appropriately and with simple noun phrases building upon year 1's adjectives for size, colour to describe house's , bakery, bread, fire, smoke. <i>E.g The big, grey clouds.</i> <i>Some tall, angry flames.</i> <i>An old, thatched house with a brown, wooden door.</i> <i>A black, iron oven in the cold, dark bakery.</i> MAIN: Extension of above to create a setting description of a bakery on fire. <i>E.g Smoke came out of the broken, old, wooden windows and filled the street. The giant, hot, red flames blazed in the bakery and all the bread became dry, black and burnt.</i> Grammar teaching: using expanded noun phrases and subordinating and coordinating conjunctions MAIN: Character Description - model for Boxtton, children design their own rat and/ or flea and create character description. <i>E.g Boxtton the rat has <u>grey, shaggy fur that comes down to the floor</u> so the fleas can hide in it. He has <u>four pink paws</u> that he uses to scurry along the roads of London. He is smaller than most rats but strong enough to carry Vlad . Vlad is a giant flea and he wears a <u>shiny, black top hat and six shiny, black boots</u>. Boxtton and Vlad both like biting things. Boxtton likes to bite people and Vlad likes to bite into old rubbish and bread from the bakery. Boxtton is good at sneaking around and not getting caught because he can hear everything with his <u>big, pink, soft ears</u>.</i> Grammar teaching: With support can use question marks and exclamation marks to demarcate sentences in the diary. Look at grammatical patterns or clues for questions and exclamations. Apostrophes to mark possession.	Revolting Rhymes - Roald Dahl

		Use of suffixes - er, -est in adjectives to describe the fire, flames, heat, noise.....Past tense in diary - patterns and irregulars - threw, ran, grew... MAIN: Newspaper writing recounting the day after the GFOL begins. <i>E.g What a nightmare! Yesterday there was the biggest fire ever in our city. It started in a small baker's shop in Pudding Lane. The red flames grew larger and hotter and everyone had to run away down to the river. Brave fireman threw buckets full of water onto the burning house to put out the flames. Thick smoke filled the air and everyone was screaming and crying. The fire started in just one place then it destroyed hundreds of houses in the area. Six people have died because of the heat from the fire and many people jumped into the river to stay away from the flames. The flames are out now and we can begin to rebuild the city.</i> Grammar teaching: Introduce using coordinating conjunctions to connect sentences and phrases using or/and/but. Introduce using subordinating conjunction to join dependent to independent clauses (what, if, that, because) MAIN: What would you save? <i>E.g <u>If</u> there was a fire I would save my cat and my dog <u>because</u> they are my best friends. I would save my toys <u>if</u> I had time <u>but</u> I would not save the vegetables from the fridge <u>because</u> I do not like them.</i> Grammar teaching: With support can use question marks and exclamation marks to demarcate sentences in the diary. Look at grammatical patterns or clues for exclamations. Sentences using a comma in list. Apostrophes to mark possession. Past tense in diary - patterns and irregulars - threw, ran, grew... MAIN: Narrated/ Diary recount - could use https://www.youtube.com/watch?v=DSH81jl-uAk as inspiration along with Samuel Pepys and Vlad/Boxton, focusing on senses. <i>E.g Dear Diary.</i> <i>I was outside Thomas Farriner's bakery yesterday looking for when a tiny, fizzing, yellow spark grew into a big fire. I ran quickly to the door to escape but the fire got bigger, angrier and hotter and my small, fluffy, grey ears started to tingle. I could hear the wood cracking and things falling and I could smell the burning from the bread oven and was worried my lovely, soft, fur might catch on fire! Then the walls started to fall down and the angry, glowing fire got bigger and wider and hotter. The roaring blaze raced from one house to another and people started to shout. I could hear people crying and screaming. I used my little legs and ran for safety and as I was running I saw a man burying some cheese and wine. How peculiar that is!</i> Grammar focus: Past and present tense verbs. Commands and statements. Adverbs using ly MAIN: Instructions -1 What to do in a school fire drill. Children to write a set of steps to follow for a new child joining the school. <i>E.g The children <u>lined up</u> at the door. <u>Line up</u> at the door quietly.</i> <i>Nobody <u>took</u> their bags with them. Do not stop and <u>take</u> your things.</i>	
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Year 2 Sp1	REALLY WILD Tin Forest - Helen Ward	Grammar teaching: Write sentences with different forms: statement, question, exclamation, command. Use subordination (using when, if, that, because). Use of imperative verbs and expanded noun phrases to describe and specify. MAIN: Make and then create a collage toucan, tree frog or chameleon out of rubbish, eg/ torn up newspaper/magazines, crisp packets, biscuit or sweet wrappers, etc. Put the animals on a class display of a forest. Instructions for how to make a litter tree frog, toucan or chameleon for a classroom forest. <i>E.g Do you have a lonely classroom forest that needs animals? Do you have too much litter? Then why not make a colourful collage rainforest animal.</i> <i>Firstly, select an animal stencil to draw round and cut out.</i> <i>Carefully draw around this with a sharp pencil....</i> Grammar teaching: Use words with the -ful suffix. Use expanded noun phrases to describe. Use subordinating and coordinating conjunctions to extend sentences. Present tense verb forms. MAIN: Discuss the setting of the forest in the old man's dream and at the end of the book with pupils. Create a see/hear grid using noun phrases to describe the scene using pupils' ideas. Create a postcard/letter to the old man's friend to describe the forest he has made. <i>E.g Dear Bill,</i> <i>I am staying with the old man in his little house and you would be amazed. All around his house there are long, creeping vines with pointy leaves. Bright butterflies flutter between colourful flowers and shiny bugs hide between the thick stems. It is so noisy here because of all the many animals and birds but I don't mind....</i> Grammar teaching: Present tense verb forms. Use expanded noun phrases to describe MAIN: List poem to describe the forest. Share one together of the where the old man lived before and then create poem of the forest at the end. <i>E.g In the old man's forest</i> <i>Big beaked toucans squawk</i> <i>Red and orange petals bloom</i> <i>Stripy tigers hunt</i> Grammar teaching: Sentences with different forms: statement question exclamation commands. The present and past tenses	Dadaji's Paintbrush - Rashme Sirdeshpande The Lonely Beast - Chris Judge The Proudest Blue - I. Muhammad and SK Ali Sophie's Snail - Dick King Smith

	Lilah and the Secret of Rain - David Conway and Jude Daly	correctly and consistently including the progressive form. Apostrophes for contractions. MAIN: Diary entries in a role as the old man. Model writing a diary entry in role as the old man once he has built his tin forest and fed his bird but it hasn't come back. Children to write the diary entry once his bird has returned and the forest and animals are coming to life. <i>E.g How lonely I am again! My tin forest looks beautiful. It's not like my dream but the petals are shining and the leaves are many shapes and sizes. I love my tin animals but they are not moving or oraring or flying like real ones. A real bird visited me today so I fed it but it flew away. I hope it comes back. I don't like being on my own any more.</i> Grammar teaching: Apostrophes for possession. Comparative adjectives - hotter / superlative adjectives -est endings- driest . Narrative devices such as the power of 3, adverbial starters - suddenly ... as fast as she could MAIN: Lila and the Secret of rain - narrative alternative setting. https://online.flipbuilder.com/rslc/lbja/ <i>E.g For weeks the rain poured down on the close community of Portsea where Lilah lived. It was the wettest month they had ever had. It was so wet that Lilah's mum and all the other locals in Portsea stayed in their houses to keep away from the pouring rain. If they went out, they ran the risk of being swept away into the sea. It was too wet to.....</i> <i>One evening, Lilah's grandfather told her a story about Eventually, Lilah decided to try to solve this problem herself.</i>	
Year 2 Sp2	Tiger Child - Joanna Troughton Tiger, Tiger Burning Bright - Various	Grammar focus- Use of past tense and past progressive form. Use of subordinating and coordinating conjunctions to extend sentences. Some use of standard English - noun/verb agreement. Continue to focus on spelling of CEWs. MAIN: Recount - write about real events / personal experience - trip to Marwell / zoo Recount about day visit. <i>E.g Last week we went on a trip to Marwell Zoo and had a fantastic day out. First we saw a crowd of black and white penguins. Some of them stood on the rocks because they were hungry and looking for the zoo keeper. Others were jumping and diving in and out of the water. What amazing swimmers they were!....</i> Grammar teaching: Apostrophes for contraction and possession. Present tense verbs. Focus on spelling of CEWs. Title/sub heading. Write sentences with different forms: statement, question, exclamation, command. Expanded noun phrases with use of adjectives. MAIN: Non Chron Report - animal from Marwell Zoo <i>E.g Are you interested in finding out about the largest of the big cat family? They may look cute and cuddly like a pet cat but <u>don't</u> try and stroke one as they are also wild and fierce hunters. Watch out!</i> <u>Appearance</u> <i>Most tigers have orange and white fur with black stripes on their body. Some tigers have black or white fur with light brown stripes. The stripes are to camouflage the tigers when <u>they're</u> hunting for their prey. The markings on every tiger are different, a bit like human fingerprints. The tiger's legs help them run fast and they have sharp claws to catch and kill their food. They also have a very long, distinctive tail.....</i> Grammar focus - Apostrophes for contraction and possession. Questions and question marks. Commas for lists. Use of	The Owl who was Afraid of the Dark - Jill Tomlinson Rainbow Bear - Michael Morpurgo

	Where the Wild Things Are - Maurice Sendak	adjectives for noun phrases. Narrative phrasing and repetition. Focus on CEW spelling. MAIN: Narrative - writing an alternative to the Tiger Child but for a different animal to become domesticated - such as the Wolf Child into a dog or the Zebra child into a horse. <i>E.g The Wolf Child's uncle returned from the village and told him to go and ask for fire. On his way the wolf child splashed through the stream, skidded down the hillside, chased his tail and growled at the squirrels. By the time he arrived in the village he had forgotten what he was to ask for. Is it a bowl of fluffy rice? The wolf child ate the whole bowl and said I don't think so. Is it the juicy meat stew? The wolf child ate the whole dish and said I don't think so.....</i> Grammar focus - Write sentences with different forms: statement, question, exclamation, command. Use subordination (using when, if, that, because and coordination (and, so, or, but). Use of imperative verbs and expanded noun phrases to describe and specify. MAIN: Advice/ persuasion on what to do if you see a tiger or a Wild Thing <i>E.g It is unusual to spot a wild thing on the school field but if you ever do .. do NOT panic. Here are some top tips to follow. Good luck!</i> <i>Do not show them you are scared if they show their terrible claws.</i> <i>Always shout at them loudly so they know you are in charge.</i> <i>Learn some clever tricks because they will be frightened of magic and make you king.</i> <i>Make up songs that can be sung around the midnight moon.....</i> Grammar focus: Expanded noun phrases to describe and specify. Use of specific verbs for effect, CL, commas and apostrophes where appropriate. MAIN: Poetry- writing an acrostic poem about a tiger and/or different animal from India such as elephant, rhino ,etc using descriptive phrases about how it moves, hunts, eats, looks, sounds, etc. <i>E.g Rough, wrinkled skin like it doesn't fit.</i> <i>Hunted for its ivory horns.</i> <i>Indian grasslands are where they roam.</i> <i>Nervous of humans, they heavily stampede.</i> <i>Only a few left in the wild of this enormous beast.</i>	
Year 2 Su1	HEROES IN HISTORY Greta and the giants - Zoe Tucker	Grammar teaching: Recap using expanded noun phrases, subordinating and coordinating conjunctions. Use of suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs. Apostrophes to mark singular possession. MAIN: Letter writing - to Florence from one of the surviving soldiers from The Crimean War. <i>E.g Dear Florence,</i> <i>My name is Lieutenant Stevens and I am writing to thank you for all you did for me and the soldiers in the hospital in Scutari.</i> <i>Firstly, thank you for endless kindness and care you showed us. You would check every bed, every night and help ease our pain. When you arrived at Scutari, the hospital was dirty and unhygienic but you changed everything. It is now the cleanest it</i>	Vlad and Florence - - Kate Cunningham

	Great Women Who Saved the Planet - Kate Pankhurst Hidden Figures - Margot Shetterly and Winifred Conkling	<i>has ever been and many more men are surviving.</i> Grammar teaching: time connectives, past tense, past progressive, expanded noun phrases, conjunctions, CEWs, suffixes. Recount trip to the Armouries. MAIN: Recount - of visiting the hospital part of the armouries. Before and after Florence Nightingale's work. <i>E.g On Wednesday 20th May, Year 2 went on an amazing school visit to the Royal Armouries museum to learn about an important historical figure, Florence Nightingale. When we got there, we walked into the reception and were pleasantly surprised to be greeted by Florence Nightingale herself. The famous nurse was standing in old-fashioned clothes, with a kind smile on her face.</i> Grammar teaching: Apostrophes for contraction / possession. MAIN: 3 paragraph Biography - Amelia Earhart - following research from reading and using fact files. <i>E.g Amelia was born in the USA in 1897 and is best known for being the first female to fly across the Atlantic Ocean on her own. Amelia's sister was called Grace and they both enjoyed climbing trees and hunting for rats. When she was 23 years old, she learnt to fly. Amelia's first plane was called the Canary because it was bright yellow.</i>	
Year 2 Su2	Animal Heroes - Julia Moberg ManFish - Jennifer Berne Izzy Gizmo - Pip Jones	Grammar teaching: Use of past progressive. Apostrophes for possession and contraction. Capital letters, full stops to demarcate sentences. Subordination and coordination to create compound sentences. MAIN: Read range of verses and facts from Animal Heroes by Julia Moberg. Children to write a narrative about an animal hero in the book. <i>E.g As Livia was walking home, she was confronted by a group of angry thieves. The thieves were trying to steal her bag but Delta was nearby. He was chasing a butterfly but when he saw the danger, he quickly ran towards them. Barking loudly, he scared the thieves away and saved Livia once again.</i> Grammar teaching: Present tense and present possessive verbs. Expanded noun phrases. Formation of adjectives using suffixes. Commas to separate list. MAIN: Following reading of Manfish, watching https://www.youtube.com/watch?v=hXtrly95V80 and visit to the Blue Reef Aquarium. Children to write a setting description for under the sea. <i>E.g A gentle current sways the magnificent seaweed, waving like delicate fans in the ocean breeze. A curious octopus, with its long, flowing tentacles, is exploring its stunning surroundings as a playful dolphin leaps joyfully through the frothy waves. Schools of tiny, darting fish swim gracefully among the coral, their scales sparkling orange, yellow, and blue.</i> Grammar teaching: Apostrophes for possession. Sub headings. Subordination and use of conjunctions to create compound sentences. MAIN: Following reading of Manfish write a biography including the main events in Jacques Cousteaux' life and his quest to	Einstein the Penguin - Iona Rangeley Jack and Nancy - Quentin Blake

		find out about the environment. <i>E.g Early Life</i> <i>Cousteau's passion for adventure led him to join the French Navy when he was older. He realised that the underwater world was full of mysteries waiting to be discovered.</i> Legacy <i>Jacques Cousteau passed away on 25th June 1997 but his love for the ocean continues. His work led to the creation of several water parks, ensuring that future generations can experience the wonders of the underwater world.</i> Grammar teaching: Apostrophes for contractions. Commas for lists. Subordination and coordination. Suffixes to turn adjectives into adverbs. MAIN: Read Izzy Gizmo. Write a thank you letter from Fixer the crow to Izzy, recounting what happened to him, what she did for him, how they felt when the attempts failed and then how they felt when the wings worked. Also how the crow will look after the wings and what he can enjoy doing now. <i>E.g I hope this letter finds you well! I wanted to take a moment to thank you for all the amazing things you did for me. At first your attempts to fix my wings didn't go as planned. The rubber bands snapped, the feathers fell off and I thought I'd never soar through the sky again.</i> <i>I promise to look after these wings carefully. I'll keep them clean, check for loose feathers and make sure they're always ready for my next adventure.</i>	
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