

Autumn					Spring					Summer				
Labels, lists and captions 	Narrative 	Poetry: List Poems 	Recipes 	Narrative 	Narrative 	Rules & recount 	Poetry 	Narrative 	Poetry: Performance Poetry 	Letters 	Poetry: Free Verse 	Narrative 	Explanation 	Narrative 
Someone Just Like You	Puffin Peter	Purple Is...	Gruffalo Crumble	Three Billy Goats Gruff; The Princess and the Pea, Stop! That's; Not my Story; Professor Goose Debunks Goldilocks	Stanley's Stick	Ravi's Roar Ruby's Worry	Take Off Your Brave Big Red Dragon	Martha Maps It Out	Julia Donaldson's Poems to Perform	Letters to A Monster	A First Book of Poems: Out and About	Little Red and the Very Hungry Lion	The Big Book of Bugs Tad	We're Going to Find the Monster!
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)				

All objectives covered within each Year 1/2 unit are listed within this document. Please see the key below to understand how the objectives are presented:

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Writing purpose No. of steps Genre <i>Title(s) of core text(s)</i>	<u>Genre</u> : Specific features and structure of genre to be revised or taught within the unit	- Revision of objectives from previous year (with year group this was first introduced) [NB: <i>These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices</i>] <u>Statutory objectives (within the National Curriculum)</u> are listed in this way – bold, teal and underlined - New objectives (introduced within current year group) are listed in black	Revision of objectives from previous year (with year group this was first introduced) <u>Statutory objectives (within the National Curriculum)</u> are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	<u>Statutory terminology from Appendix 2 of the National Curriculum</u> is listed in this way – bold, teal and underlined	
Adaptations for Y2 curriculum	As these mixed-age plans are based on the Y1 ESSENTIAL WRITING unit plans, the adjustments that may be necessary for the Y2 curriculum are listed here.				

AUTUMN

 Inform 10 steps Labels, Lists and Captions <i>Someone Just Like You</i>	Genre features Labels, lists and captions¹: Labels will often just use one or two words and will name an object or picture A label is often written next to or pointing to the item A list can go down the page, with each item underneath the other A caption can be a short sentence written under or next to a picture, usually explaining what is happening in the image	Compositional choices according to writing purpose - Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about - Use labels or captions to show the reader something they might not know about - You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something	Sentence level A reader needs spaces between words so that they can understand and follow the writing A sentence² is an idea about a person or thing (noun) with action, thought or feeling (verb) See ³ below for Y2 adaptation	Word level including punctuation A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Capital letters for names of days of the week help the reader to understand that this is a proper noun See ⁴ below for Y2 adaptation	Grammatical terminology letter, capital letter, word, sentence punctuation, full stop verb, noun, command (Y2) conjunction* (linking word) ³ , comma⁴ (Y2)
Adaptations for Y2 curriculum	¹ Some information may need to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past. ² Children in Year 2 should start to be taught about the different types of sentences that can be used. Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb. ³ Children in Year 2 should learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected ⁴ Commas can be used to separate items in a list , so that the reader can identify each separate item more clearly with a short pause in between – this should just be an introduction to commas at this point in the year for Year 2 children, without the expectation that they use them in their writing. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

 Entertain (Poetry) 5 steps List Poems <i>Purple Is...</i>	Genre features Poetry: Specific structures of poems can include list poems , which uses a list of words or phrases that represent a chosen topic	Compositional choices according to writing purpose - Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about	Sentence level A reader needs spaces between words so that they can understand and follow the writing	Word level including punctuation Including adjectives to describe a noun helps the reader to create a more specific picture in their mind ¹	Grammatical terminology letter, word (Y1) noun, noun phrase, adjective¹, comma² (Y2)
Adaptations for Y2 curriculum	¹ Children in Year 2 should be taught that including adjectives to describe a noun creates an expanded noun phrase and this helps the reader to create a more specific picture in their mind ² Commas can be used to separate items in a list , so that the reader can identify each separate item more clearly with a short pause in between – this should just be an introduction to commas at this point in the year for Year 2 children, without the expectation that they use them in their writing.				

 Entertain 10 steps Narrative Puffin Peter	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Narrative: Stories usually have a main character and the reader needs to understand what happens to them See ¹ below for Y2 adaptation	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about See ² below for Y2 adaptation	A reader needs <u>spaces between words</u> so that they can understand and follow the writing A <u>sentence</u> is an idea about a person or thing (noun) with action, thought or feeling (verb) See ^{1&3} below for Y2 adaptations	A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins <u>Capital letters for names of people</u> (characters) help the reader to understand that this is a proper noun See ⁴ below for Y2 adaptation	<u>letter, capital letter, word, sentence punctuation, full stop (Y1)</u> <u>verb, noun, noun phrase, tense, adjective⁴ (Y2) conjunction* (linking word)³</u>
Adaptations for Y2 curriculum	¹ For children in Year 2, introduce fall-rise story shape for basic narrative structure and the plot of the story. Year 2 could also be reminded that they could use speech bubbles to let characters speak – these could include <u>questions</u> to consider other sentence types. ² Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – <u>simple past tense</u> tells the reader about what has already happened – start to teach the application of the -ed suffix and how/ when the root word may need to change [e.g. reply – replied; drop – dropped, etc], including some irregular past tense verbs [e.g. find – found]. ³ Children in Year 2 should learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. If appropriate to the writing, some children might want to start using 'because' to introduce subordination. ⁴ Children in Year 2 should be taught that including <u>adjectives</u> to describe a noun creates an <u>expanded noun phrase</u> and this helps the reader to create a more specific picture in their mind. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunction', which is not statutory until KS2.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 10 steps Recipes <i>Gruffalo</i> <i>Crumble</i>	Recipe: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions See ¹ below for Y2 adaptation	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about - Use labels or captions to show the reader something they might not know about - You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something See ³ below for Y2 adaptation	A reader needs spaces between words so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish and chips</i>)² See ⁴ below for Y2 adaptation	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins See ⁵ below for Y2 adaptation	letter, capital letter, word, sentence punctuation, full stop (Y1) verb, noun, tense, command, statement, comma⁵ (Y2) conjunction* (linking word)²
Adaptations for Y2 curriculum	¹ Children in Year 2 can also be taught that some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps. ² Children in Year 2 should learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. At this point in the year, Year 2 children can also be taught that writers join sentences together with subordinating conjunctions* including when, if, that, because – these linking words/ conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Use sentence strips to delineate the differences between subordination and coordination. ³ When we provide information to our reader, this information is usually in the simple present tense to make clear what needs to be done in the moment. ⁴ Children in Year 2 should start to be taught about the different types of sentences that can be used. Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb. Teach the difference between a command and a statement sentence. ⁵ Teach children in Year 2 that commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 20 steps Narrative <i>Range of traditional tales</i>	Traditional tale: Will often include repeated phrases May include animal characters that behave like humans (e.g. can talk) Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include happy endings See ¹ below for Y2 adaptation	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing - Use sound and other senses to develop clear picture for reader to develop mood (show not tell) See ² below for Y2 adaptation	A reader needs spaces between words so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)³ Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish and chips</i>)⁴	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Careful choice of nouns and verbs help the reader to create a picture in their minds Including adjectives to describe a noun helps the reader to create a more specific picture in their mind⁵	letter, capital letter, word, sentence punctuation, full stop (Y1) verb, noun, noun phrase, exclamation³ tense, adjective⁵ (Y2) conjunction* (linking word)⁴
Adaptations for Y2 curriculum	¹ For children in Year 2, recap the use of the fall-rise story shape for basic narrative structure and the plot of the story. Year 2 could also be reminded that they could use speech bubbles to let characters speak – these could include exclamations (see point ³ below) to consider other sentence types. ² Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – simple past tense tells the reader about what has already happened – start to teach the application of the -ed suffix and how/ when the root word may need to change [e.g. reply – replied; drop – dropped, etc] and the use of irregular past tense verbs. ³ Children in Year 2 should be taught that exclamatory sentences are another sentence type, sometimes seen in traditional tales/ fairytales, usually to express a surprise or strong emotion (usually starting with 'What / How + noun phrase + verb e.g. 'What a lovely day it is!'). ⁴ Children in Year 2 should learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. At this point in the year, Year 2 children can also be taught that writers join sentences together with subordinating conjunctions* including when, if, that, because – these linking words/ conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Use sentence strips to delineate the differences between subordination and coordination. ⁵ Children in Year 2 should be taught that including adjectives to describe a noun creates an expanded noun phrase and this helps the reader to create a more specific picture in their mind. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

SPRING

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 10 steps Narrative <i>Stanley's Stick</i>	Narrative: Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure See ¹ below for Y2 adaptation	• Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about	A reader needs spaces between words so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)¹ To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow²	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Capital letters for names of people (characters) help the reader to understand that this is a proper noun As well as for names of people, we use capital letters for names of places as well as days of the week See ³ below for Y2 adaptation	letter, capital letter, word, sentence punctuation, full stop (Y1) verb, noun, statement, exclamation¹, question, conjunction* (linking word)² (Y2)
Adaptations for Y2 curriculum	¹ Teach and consolidate children's understanding of how the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation. Year 2 could also be reminded that they could use speech bubbles to let characters speak – these could include exclamations and questions to consider other sentence types. ² Children in Year 2 should continue to learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. At this point in the year, Year 2 children can also be taught that writers join sentences together with subordinating conjunctions* including when, if, that, because – these linking words/ conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Use sentence strips to delineate the differences between subordination and coordination. ³ Children in Year 2 should be encouraged to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks & question marks. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 10 steps Rules & Recount <i>Ravi's Roar and Ruby's Worry</i>	Recount: Written in simple past tense² Events are recounted in the time order that they happened	• Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about • Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something	A reader needs spaces between words so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow¹	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Capital letters for names of days of the week help the reader to understand that this is a proper noun Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves	letter, capital letter, word, sentence punctuation, full stop (Y1) verb, noun, tense, conjunction* (linking word)¹ (Y2)
Adaptations for Y2 curriculum	¹ Children in Year 2 should continue to learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. At this point in the year, Year 2 children can also be taught that writers join sentences together with subordinating conjunctions* including when, if, that, because – these linking words/ conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Use sentence strips to delineate the differences between subordination and coordination. ² Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – for a recount, this would usually be the simple past tense. Continue to teach Year 2 children about the application of the -ed suffix and how/ when the root word may need to change [e.g. reply – replied; drop – dropped, etc] and the use of irregular past tense verbs. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain (Poetry) 5 steps Free Verse Poems <i>Take Off Your Brave & Big Red Dragon</i>	Poetry: Poems can be written as free verse , meaning that they will have lines of any length (from a single word to much longer) and do not need to rhyme.	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about	A reader needs spaces between words so that they can understand and follow the writing Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)¹	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Careful choice of nouns and verbs help the reader to create a picture in their minds Including adjectives to describe a noun helps the reader to create a more specific picture in their mind² See ³ below for Y2 adaptation	letter, capital letter, word, sentence punctuation, full stop (Y1) verb, noun, noun phrase, suffix², comma³, adjective² (Y2) conjunction* (linking word)¹
Adaptations for Y2 curriculum	¹ Children in Year 2 should continue to learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. ² Children in Year 2 should be taught that including adjectives to describe a noun creates an expanded noun phrase and this helps the reader to create a more specific picture in their mind. Apply use of the suffix -est when no change is required to the root word (Y1 & 2), to create adjectives for their writing, starting to look at adding the suffix where changes to the root word apply (Y2). ³ Teach children in Year 2 that commas can be used to separate items in a list, such as more than one adjective to describe a noun, so that the reader can identify each separate item more clearly with a short pause in between. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 15 steps Narrative <i>Martha Maps it Out</i>	Narrative: Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about See ¹ below for Y2 adaptation	A reader needs spaces between words so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow²	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Capital letters for names of people (characters) help the reader to understand that this is a proper noun Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling See ³ & ⁴ below for Y2 adaptations	letter, capital letter, word, sentence punctuation, full stop, exclamation mark (Y1) verb, noun, noun phrase³, tense, apostrophe⁴, adjective² (Y2) conjunction* (linking word)²
Adaptations for Y2 curriculum	¹ The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (this is the first time that children in Year 2 will be taught about this verb form – use this as an introduction without the expectation that the children will use this in their writing at this stage – this learning will be revisited in the summer term). ² Children in Year 2 should continue to learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. Year 2 children should now also know that writers join sentences together with subordinating conjunctions* including when, if, that, because – these linking words/ conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Continue to use sentence strips to delineate the differences between subordination and coordination. ³ Remind children in Year 2 that including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind. ⁴ Teach children in Year 2 that apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand. This is the first time that children have been taught about the apostrophe, and a useful way to teach its use within context is to show how people often contract words when they speak, so could be included within speech bubbles for characters talking. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

 Entertain (Poetry) 10 steps Performance Poems <i>Poems to Perform</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Poetry: Some poetry can be performed by using a change in volume and pitch of the voice and combining this with body actions / movement and gesture to create a mood or meaning for the audience	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about	A reader needs spaces between words so that they can understand and follow the writing Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves Including adjectives to describe a noun helps the reader to create a more specific picture in their mind¹ See ² & ³ below for Y2 adaptations	letter, capital letter, word, sentence punctuation, full stop (Y1) verb, noun, noun phrase¹, adjective¹, comma², apostrophe³ (Y2)
Adaptations for Y2 curriculum	¹ Remind children in Year 2 that including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind. ² Teach / remind children in Year 2 that commas can be used to separate items in a list, such as more than one adjective to describe a noun, so that the reader can identify each separate item more clearly with a short pause in between. ³ Teach children in Year 2 that apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand.				

 Inform 10 steps Letters <i>Letters to A Monster</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Adaptations for Y2 curriculum	Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To ...' Sign off with 'From...' or 'Love from...' (depending on how well you know your reader)	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use labels or captions to show the reader something they might not know about - You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something See ¹ below for Y2 adaptation	A reader needs spaces between words so that they can understand and follow the writing To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow²	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Capital letters for names of days of the week help the reader to understand that this is a proper noun Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something See ³ & ⁴ below for Y2 adaptations	letter, capital letter, word, sentence punctuation, full stop, question mark (Y1) verb, noun, tense, past tense¹, present tense¹, adverb³, apostrophe⁴ (Y2) conjunction* (linking word)²
	¹ Teach children in Year 2 that, when we provide information for our reader, this information is usually in the simple present tense or simple past tense. Continue to teach Year 2 children about the application of the -ed suffix and how/ when the root word may need to change [e.g. reply – replied; drop – dropped, etc] and the use of irregular past tense verbs. ² Children in Year 2 should continue to learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. Year 2 children should now also know that writers join sentences together with subordinating conjunctions* including when, if, that, because – these linking words/ conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Continue to use sentence strips to delineate the differences between subordination and coordination. ³ Teach children in Year 2 that adverbs describe a verb and that this helps the reader to create a picture in their mind about how or when the action is happening. Teach and model the application of the suffix -ly when there is no change to root word and when the root word ends in y [e.g. happy – happily]. ⁴ Teach children in Year 2 that there is another use for the apostrophe – they are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand. Year 2 children should continue to learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and when relevant, commas for lists and apostrophes for contracted forms. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain (Poetry) 9 steps Free verse <i>Out and About</i>	Poetry: Poems can be written as free verse , meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.	• Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about • Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)	A reader needs <u>spaces between words</u> so that they can understand and follow the writing Writers can <u>join words together with 'and'</u> to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)	A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins Writers also use a <u>capital letter for the personal pronoun I</u> because this is the name we call ourselves Including adjectives to describe a noun helps the reader to create a more specific picture in their mind¹ See ² & ³ below for Y2 adaptations	<u>letter, capital letter, word, sentence punctuation, full stop</u> (Y1) <u>verb, noun, noun phrase, adjective¹, comma², adverb³</u> (Y2)
Adaptations for Y2 curriculum	¹ Remind children in Year 2 that including <u>adjectives</u> to describe a noun (<u>expanded noun phrases</u>) helps the reader to create a more specific picture in their mind. Teach and model the application of adding suffixes -ful and -est to form adjectives, aiding description within their poetry. ² Teach / remind children in Year 2 that <u>commas can be used to separate items in a list</u>, such as more than one adjective to describe a noun, so that the reader can identify each separate item more clearly with a short pause in between. ³ Teach / remind children in Year 2 that <u>adverbs</u> describe a verb and that this helps the reader to create a picture in their mind about how or when the action is happening. Teach and model the application of the suffix -ly when there is no change to root word and when the root word ends in y [e.g. happy – happily].				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 15 steps Narrative <i>Little Red and the Very Hungry Lion</i>	Narrative: Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about See ¹ below for Y2 adaptation	A reader needs spaces between words so that they can understand and follow the writing Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish and chips</i>) To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow² See ³ below for Y2 adaptation	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Capital letters for names of people (characters) help the reader to understand that this is a proper noun An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling³ Including adjectives to describe a noun helps the reader to create a more specific picture in their mind⁴ See ⁵ below for Y2 adaptation	letter, capital letter, word, sentence punctuation, full stop, exclamation mark (Y1) verb¹, tense¹, adjective⁴, noun, noun phrase⁴, apostrophe⁵ (Y2) conjunction* (linking word)²
Adaptations for Y2 curriculum	¹ The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (the children are most likely to use the past progressive form in their narrative, and only on occasion). Teach and model the application of the -ing suffix onto the verb, including where the root word needs to change [e.g. run – running; I was running...] ² Children in Year 2 should continue to learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. Year 2 children should now also know that writers join sentences together with subordinating conjunctions* including when, if, that, because – these linking words/ conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Continue to use sentence strips to delineate the differences between subordination and coordination. ³ Teach / remind children of the variety of sentence types (e.g. statement, question) and that exclamatory sentences are sometimes seen in traditional tales/ fairytales, usually to express a surprise or strong emotion (usually starting with 'What / How + noun phrase + verb'). ⁴ Remind children in Year 2 that including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind. ⁵ Teach children in Year 2 that there is another use for the apostrophe – they are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand. Year 2 children should continue to learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks & question marks. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 10 steps Explanation <i>The Big Book of Bugs/ Tad</i>	Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow	• Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about • Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something	A reader needs spaces between words so that they can understand and follow the writing Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>) To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow¹ See ² below for Y2 adaptation	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something See ³, ⁴ & ⁵ below for Y2 adaptations	letter, capital letter, word, sentence punctuation, full stop, question mark, exclamation mark (Y1) verb, tense, noun, comma³, adverb⁴, apostrophe⁵ (Y2) conjunction* (linking word)¹
Adaptations for Y2 curriculum	¹ Children in Year 2 should continue to learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. Year 2 children should now also know that writers join sentences together with subordinating conjunctions* including when, if, that, because – these linking words/ conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Continue to use sentence strips to delineate the differences between subordination and coordination. ² Teach / remind children of the variety of sentence types (e.g. command, question) and that statement sentences are used by writers the most – they are telling the reader something. ³ Teach / remind children in Year 2 that commas can be used to separate items in a list, such as more than one adjective to describe a noun, so that the reader can identify each separate item more clearly with a short pause in between. ⁴ Teach / remind children in Year 2 that adverbs describe a verb and that this helps the reader to create a picture in their mind about how or when the action is happening. Teach and model the application of the suffix -ly when there is no change to root word [e.g. slow – slowly; quick - quickly] according to useful vocabulary within their explanation. ⁵ Teach / remind children in Year 2 that there is another use for the apostrophe – they are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand. Year 2 children should continue to learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks & question marks. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 10 steps Narrative <i>We're Going to Find the Monster!</i>	Narrative: Stories usually have a main character and the reader needs to understand what happens to them. Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story. Introduce idea of fall-rise story shape for basic narrative structure. If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing.	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) See ¹ below for Y2 adaptation	A reader needs spaces between words so that they can understand and follow the writing. Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>) To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow²	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins. An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling. Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something. See ³ below for Y2 adaptations	letter, capital letter, word, sentence punctuation, full stop, question mark, exclamation mark (Y1) verb, tense¹, present tense, past tense, noun, noun phrase³, adjective (Y2) conjunction* (linking word)²
Adaptations for Y2 curriculum	¹ Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense. The present progressive and past progressive tense can also be used to indicate that something is or was happening when another event occurred at the same time (the children are most likely to use the past progressive form in their narrative, and only on occasion). Teach and model the application of the -ing suffix onto the verb, including where the root word needs to change [e.g. run – running; I was running...]. ² Children in Year 2 should continue to learn that writers can join sentences together with other linking words (coordinating conjunctions)* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. Year 2 children should now also know that writers join sentences together with subordinating conjunctions* including when, if, that, because – these linking words/ conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Continue to use sentence strips to delineate the differences between subordination and coordination. ³ Remind children in Year 2 that including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind. *The term 'linking words' can be used with children in Year 2, rather than the terminology 'conjunctions', which is not statutory until KS2.				