



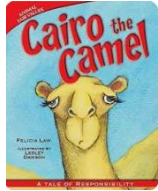
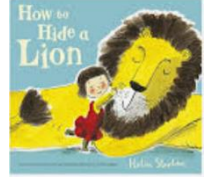


MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING – YEAR 2

Spring 2

Geography- London and Cairo

Science – Living Things and Their Habitats
Plants

Handwriting- Start using some of the horizontal strokes to join letters.


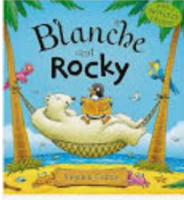
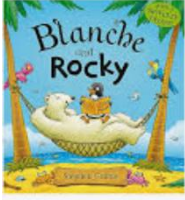

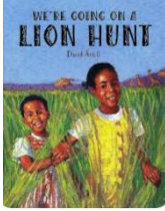
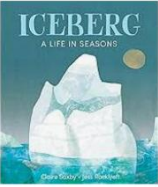
Text and Genre	Retell- Emma Jane’s Aeroplane 	Retell- Welcome Home Bear 	Retell- Cairo the Camel 	Diary Entry- How to Hide a Lion 	Postcard from Cairo 	Non-Chronological Report on London Landmarks 
Year 2 Genre Progression	Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction ‘If’) and includes a rhetorical question Informal language (contractions)	Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) More details Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off (given) Personal thoughts and feelings Informal (use contractions)	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language
Year 2 Grammar and Punctuation	Use commas in a list (to list adjectives in a sentence).	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Use when and if as openers/at the start of a sentence.	Consolidation of previously taught skills.	Use a question in non-fiction writing.
Year 2 Spelling	<i>*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i>					
	Little Wandle spelling units	Little Wandle spelling units	Little Wandle spelling units	Little Wandle spelling units	Little Wandle spelling units	Little Wandle spelling units

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING – YEAR 2

Summer 1

Science- Plants
Living Things and Habitats

Geography- Hot and Cold Places

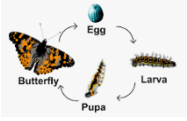
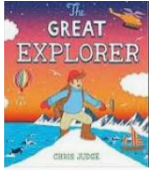



Text and Genre	Retell- Lost and Found 	Retell- Blanche and Rocky 	Character Description of Blanche or Rocky or both 	Informal Letter- Meerkat Mail 	Retell- Going on a Lion Hunt 	List Poem-Describing an Icescape Setting 
Year 2 Genre Progression	Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Present tense Separate character description Describe how the character looks using adjectives and simple similes Use because / when to describe their personality and actions Use an ! in an exciting sentence Include how other characters feel about the character I am describing Say what I like / dislike about the character. Identify where – using prepositions Select effective vocabulary and up level. Begin to experiment with word order in sentence structure, -ly adverbs to describe how an action was performed	Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) More details Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off (given) Personal thoughts and feelings Informal (use contractions)	Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.
Handwriting- Start to join handwriting.						
Year 2 Grammar and Punctuation	To use effective word choices and create a list of adjectives to describe a noun.	Write in the progressive past tense.	Use an apostrophe to show singular possession.	Write in the progressive present tense.	Consolidation of previously taught skills.	Use a comma to separate adjectives when describing a noun.
Year 2 Spelling	<i>“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i>					
	Little Wandle spelling units	Little Wandle spelling units	Little Wandle spelling units	Little Wandle spelling units	Little Wandle spelling units	Little Wandle spelling units

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING – YEAR 2

Summer 2

Science – Animals Including Humans
Living Things (Food Chains)

History-Let's Explore!

Text and Genre	<p>Explanation- Life Cycle of a Butterfly</p> 	<p>Retell- The Great Explorer</p> 	<p>Instructions- How to be a Great Explorer</p> 	<p>Retell- The Secret of Black Rock</p> 	<p>Recount of Scott's Expedition to the South Pole</p> 	
Year 2 Genre Progression	<p>Title Brief introduction Scientific language Subheadings provided by the teacher Paragraphs Facts and appropriate order</p>	<p>Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.</p>	<p>Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing</p>	<p>Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.</p>	<p>Chronological events 5w's to introduce Use proper nouns Details to interest the reader Exclamative sentence to close</p>	
<p>Handwriting- Start to join handwriting.</p>						
Year 2 Grammar and	<p>Consolidation of previously taught skills.</p>	<p>Consolidation of previously taught skills.</p>	<p>Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence opener.</p>	<p>Consolidation of previously taught skills.</p>	<p>Consolidation of previously taught skills.</p>	
Year 2 Spelling	<p><i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i></p>					
	<p>Little Wandle spelling units</p>	<p>Little Wandle spelling units</p>	<p>Little Wandle spelling units</p>	<p>Little Wandle spelling units</p>	<p>Little Wandle spelling units</p>	<p>Little Wandle spelling units</p>