

## Overview of Year 2 Writing Outcomes – 2019-2020

<p><b>En2/1 SPOKEN LANGUAGE (common across KS1 &amp; KS2)</b></p> <p><b>En2/1a</b> listen and respond appropriately to adults and their peers.</p> <p><b>En2/1b</b> ask relevant questions to extend their understanding and knowledge.</p> <p><b>En2/1c</b> use relevant strategies to build their vocabulary.</p> <p><b>En2/1d</b> articulate and justify answers, arguments and opinions.</p> <p><b>En2/1e</b> give well-structured descriptions, explanations &amp; and narratives for different purposes, including for expressing feelings.</p> <p><b>En2/1f</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><b>En2/1g</b> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p><b>En2/1h</b> speak audibly and fluently with an increasing command of Standard English.</p> <p><b>En2/1i</b> participate in discussions, presentations, performances, roleplay/improvisations and debates.</p> <p><b>En2/1j</b> gain, maintain and monitor the interest of the listener(s).</p> <p><b>En2/1k</b> consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p><b>En2/1l</b> select and use appropriate registers for effective communication.</p>	<p><b>READING</b></p> <p><b>En2/2.1 Word Reading</b></p> <p><b>En2/2.1a</b> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p><b>En2/2.1b</b> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p><b>En2/2.1c</b> read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>En2/2.1d</b> read words containing common suffixes</p> <p><b>En2/2.1e</b> read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p><b>En2/2.1f</b> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p><b>En2/2.1g</b> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p><b>En2/2.1h</b> reread these books to build up their fluency and confidence in word reading.</p>	<p><b>En2/2.2 Comprehension</b></p> <p><b>En2/2.2a</b> develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>- being introduced to non-fiction books that are structured in different ways.</li> <li>- recognising simple recurring literary language in stories and poetry.</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>- discussing their favourite words and phrases.</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul> <p><b>En2/2.2b</b> understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- checking that the text makes sense to them as they read, and correcting inaccurate reading.</li> <li>- making inferences on the basis of what is being said and done.</li> <li>- answering and asking questions.</li> <li>- predicting what might happen on the basis of what has been read so far.</li> </ul> <p><b>En2/2.2c</b> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	
<p><b>WRITING</b></p> <p><b>En2/3.1 Spelling</b></p> <p><b>En2/3.1a</b> spell by:</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>- learning to spell common exception words.</li> <li>- learning to spell more words with contracted forms.</li> <li>- learning the possessive apostrophe (singular), e.g. <i>the girl's book</i>.</li> <li>- distinguishing between homophones and near-homophones.</li> </ul> <p><b>En2/3.1b</b> add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p><b>En2/3.1c</b> apply spelling rules and guidelines, as listed in <a href="#">English Appendix 1</a>.</p> <p><b>En2/3.1d</b> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><b>En2/3.2 Handwriting and Presentation</b></p> <p><b>En2/3.2a</b> form lower-case letters of the correct size relative to one another.</p> <p><b>En2/3.2b</b> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p><b>En2/3.2c</b> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p><b>En2/3.2d</b> use spacing between words that reflects the size of the letters.</p>	<p><b>En2/3.3 Composition</b></p> <p><b>En2/3.3a</b> Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional).</li> <li>- writing about real events.</li> <li>- writing poetry.</li> <li>- writing for different purposes.</li> </ul> <p><b>En2/3.3b</b> Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about.</li> <li>- writing down ideas and/or key words, including new vocabulary.</li> <li>- encapsulating what they want to say, sentence by sentence.</li> </ul> <p><b>En2/3.3c</b> make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils.</li> <li>- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</li> </ul> <p><b>En2/3.3d</b> read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>En2/3.4 Vocabulary, grammar &amp; punctuation</b></p> <p><b>En2/3.4a</b> develop their understanding of the concepts set out in <a href="#">Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>- learning how to use both familiar and new punctuation correctly (see <a href="#">Appendix 2</a>), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> </ul> <p><b>En2/3.4b</b> Learn how to use:</p> <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command.</li> <li>- expanded noun phrases to describe and specify (e.g. <i>the blue butterfly</i>).</li> <li>- the present and past tenses correctly and consistently including the progressive form.</li> <li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>- learning the grammar for Year 2 in <a href="#">Appendix 2</a>.</li> <li>- some features of written Standard English.</li> </ul> <p><b>En2/3.4c</b> use and understand the grammatical terminology in English <a href="#">Appendix 2</a> in discussing their writing.</p>

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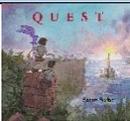
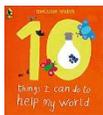
Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>



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<p><b>Autumn 2</b> Travel over time</p>	<p><b>Man on the Moon By Simon Bartrum</b></p> 	<p>Captions for labelled drawings Simple recount (postcard) Simple instructions (rules/ signs for moon tourists) Character fact file (or Top Trump card) Writing in role (thought or speech bubbles) Simple narrative (sequel written from another perspective: A Day in the Life of...)</p>	<p>Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences and fictional narratives; Reread writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear.</p> <p>ed' endings 'ing' endings '+s' plurals '+es' plurals 'ly' endings</p>	<p><b>Cross curricular</b></p>
	<p><b>Dark by Lemony Snicket</b></p>  <p>Laszlo is afraid of the dark. The dark lives in the same house as Laszlo but mostly it spends its time in the basement. It doesn't visit Laszlo in his room. Until one night it does. With emotional insight and poetic economy, Lemony Snicket and Jon Klassen bring to light a universal and empowering story about conquering fear. Join a brave boy on his journey to meet the dark, and see why it will never bother him again.</p>	<p>Tell Me' responses Role on the Wall Description of the dark Writing a narrative sequence retelling the story Writing on thought or speech bubbles Piece of advice for Lazlo Argument in defence of the dark or urging caution Call and response poetry to reassure fears Story based on known narrative – Lazlo's viewpoint</p>	<ul style="list-style-type: none"> <li>•Expanded noun phrases for specification and description</li> <li>•Apostrophes to mark where letters are missing (wouldn't</li> <li>•Coordination (but one night /but it never bothered him again.</li> <li>•Questions, statements and commands ("What do you want?" "I want to show you something." "Come closer," said the dark.</li> </ul>	

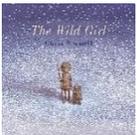
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Term	Text	Potential Writing Outcome (long and short pieces)	Focus objectives	Ongoing objectives	Notes
Spring 1 Wonderful World	 <p><b>Quest – Aaron Becker</b></p>	<p>Narrative - prequel, boy finding the crayon</p> <p>extra chapter</p> <p>Book comparison</p>	<p>Punctuation: Capital letters Full stops Spell CEWs Nouns adjectives <b>GD suffixes-ment, -ness, -ful, -less, -ly.</b></p>	<ul style="list-style-type: none"> <li>• Write simple coherent narratives (real and fictional)</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses</li> <li>• <b>GD-Make simple additions, proof reading and corrections.</b></li> <li>• <b>Spell most CEWs</b></li> <li>• <b>Use the diagonal and horizontal strokes needed to join some letters.</b></li> </ul>	<p><b>Cross Curricular links:</b> Maths-measuring links?</p> <p>Maths-positional language?</p> <p><b>Cross Curricular links:</b></p>
	 <p><b>10 things I can do to help my world</b></p> <p>This is a beautifully simple book which raises some of the most important matters for this generation without being at all preachy or controversial. As the children turn the pages they transform to reveal ten things that everyone can easily do at least one of so as to help conserve the world. Many of them, such as turning off the television properly, walking to school and turning off lights when leaving a room, are about conserving energy. Others, such as feeding the birds in winter and growing plants from seed, will encourage an understanding of nature and conservation.</p>	<ul style="list-style-type: none"> <li>• Shared Reading Journal</li> <li>• ‘Tell Me’ responses</li> <li>• Labels and captions for recycling displays and areas</li> <li>• Conservation posters</li> <li>• Letter to the headteacher</li> <li>• Caption writing</li> <li>• Call and response poem</li> <li>• Information Writing</li> <li>• Bookmaking</li> </ul>	<p>use new and familiar punctuation correctly;</p> <ul style="list-style-type: none"> <li>• use sentences in different forms;</li> <li>• expand noun phrases to describe and specify;</li> <li>• use past and present tense correctly and consistently;</li> <li>• use simple conjunctions to link subordinate and co-ordinating clauses.</li> </ul> <p>change y to i then add es</p>		
Spring 2 Titanic	 <p><b>I was there Titanic</b></p>	<p>Non-chronological reports/newspaper</p> <p>letter/diary</p> <p>postcards</p> <p>Dress up/ drama day. Creative History visit?</p>	<p>Evidence in children’s writing of using first person, consistent correct tense,</p>	<p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and explanation marks to demarcate sentences.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• the present and past tenses correctly and</li> </ul>	<p>If you were a kid aboard the Titanic</p>

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	<p><b>The Bear and the Piano</b></p>	<p>Character description Letter writing Text comparison</p>	<p>Evidence of adjectives, suffixes, conjunctions, subordination.</p>	<p>consistently including the progressive form</p> <p><b>Noun phrases present and past apostrophe es (possessive)</b></p>	
	<p>Whale Poem</p>	<p>Poetry (whale) Descriptive writing</p>	<p>Evidence in children’s writing of using third person consistently, adjectives, conjunctions, suffixes and the full range of punctuation taught at Key Stage 1. Poetry-listening to and discussing a wide range of Text Focus: Leon And The Place Between Text Focus: Leon And The Place Between poetry</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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<p>Summer 1 Survival SOS</p>	<p>'The Wild Girl' by Chris Wormell</p> 	<p>Prediction and character description  <b>Instructions for surviving in the wild</b>                      Diary                      Book reviews/comparison</p>	<p>Evidence in children's writing of using appropriate adjectives and adverbs, conjunctions (co-ordination and subordination) and extended using suffixes.</p>	<ul style="list-style-type: none"> <li>• Write simple coherent narratives (real and fictional)</li> <li>• Use present and past tense mostly correctly and consistently</li> </ul> <p><b>Expanded noun phrases.</b>  <b>Time starters</b></p> <ul style="list-style-type: none"> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories</li> </ul>	<p>Hook Day-linked to Geography</p>

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				and non-fiction at a level beyond that at which they can read independently	
	<b>Non Fiction writing, creating a survival guide. (3 weeks)</b>	Woodmill guide	Evidence in children’s writing of using adventurous adjectives, imperative verbs, adverbs, commas and question marks. HA given opportunity to edit and explore suffixes.	<ul style="list-style-type: none"> <li>• Write simple coherent narratives (real and fictional)</li> <li>• Use present and past tense mostly correctly and consistently</li> </ul>	Linked to Hilliers Trip
Summer 2 Rainforests	<b>George’s Marvellous Medicine</b>			! Verbs	Links to end of year performance
	<b>Leon And The Place Between</b> 	Reading focus, prediction and inference  Character description x 2 then compare and contrast	Evidence of Speaking and Listening skills, inference and prediction, and planning for writing; punctuation, conjunctions, noun phrases Evidence of planning for writing; narrative voice, correct use of possessive apostrophes, conjunctions, noun phrases, suffixes	ly commas expanded noun phrases ...	