



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Writing Year 2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Suggested Stimuli or Hooks</b>	Tell me a Dragon by Jackie Morris	Meerkat Christmas by Emily Gravett  My Christmas Star - BBC film	The Crow's Tale by Naomi Howarth  Encyclopaedia of sports	Pudding Lane – Literacy Shed  Toby & the Great Fire of London by Margaret Nash	The Colour Monster by Anna Llenas  The Magic Paintbrush by Julia Donaldson	Charlie and the Chocolate Factory by Roald Dahl  Hibernation

'Hooks' into writing expose children to high quality, vocabulary-rich texts or engaging visual stimulus which cover the 3 Cs – Contemporary, Classic & Cultural. Each of the hooks is a vehicle for providing children the opportunity to write a variety of text types which cover the 2 main purposes for writing: to entertain and to inform. In Key Stage 2, children also write to discuss and to persuade. For progression in genres: [Reasons to write and progressions in genres](#)  
For progression through spelling and grammar see: [English Appendix 1](#) and [English Appendix 2](#)

Writing	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
<p><b>Spelling</b></p> <p>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> </ul>	<p>To form lower-case letters of the correct size relative to one another</p> <p>To 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 un-joined</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p><b>Develop positive attitudes towards and stamina for writing by:</b></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>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> </ul>	<p><b>To develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>

<ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular)</li> <li>• distinguishing between homophones and near-homophones</li> </ul> <p>To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>To apply spelling rules and guidelines, as listed in <u>Year 2 Appendix</u></p> <p>To 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>To use spacing between words that reflects the size of the letters.</p>	<ul style="list-style-type: none"> <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><u>To make simple additions, revisions and corrections to their own writing by:</u></b></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>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p><b><u>Learn how to use:</u></b></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</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</li> <li>• some features of written Standard English</li> </ul> <p>To use and understand the grammatical terminology in discussing their writing and reading.</p>
--	--	---	--