

Year 2 Writing Framework

The following writing framework should be taught with the following themes running through all units of work:

Pupils should be taught to:

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.



C = Coverage **N = New Learning** **R = Recall of prior learning** **S = Spellings (SR = Spelling Recall)**

Terms	Autumn		Spring		Summer	
topics						
Coverage. Teachers must teach the conventions of the genre alongside GAPs and composition skills	Writing from personal experience	Writing about real events - biography	Narrative	Writing Poetry	Writing instructional texts	Writing information texts
	Traditional tales – writing about personal experience (fictional)	Writing a letter		Writing Rhymes, raps and poetry from other cultures	Persuasive writing	
	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Non-negotiables – what MUST be embedded learning in the vast majority of children.	Non-negotiables: Capital letters and full stops	Non-negotiables: Capital letters and full stops Understanding past and present tense Know what a noun is (if children have not got these, they need to be tackled in intervention)	Non-negotiables: Capital letters and full stops Exclamation marks and question marks Understanding past and present tense Know what a noun is and how to make expanded noun phrases (if children have not got these, they need to be tackled in intervention)	Non-negotiables: Capital letters and full stops Exclamation marks and question marks Understanding past and present tense and be able to use both appropriately Understand where to use a comma (if children have not got these, they need to be tackled in intervention)	Non-negotiables: Capital letters and full stops Understanding past and present tense Where to put an apostrophe (if children have not got these, they need to be tackled in intervention)	The vast majority of lessons in this term should be REVISION of prior learning to ensure children are ready for the KS2 curriculum.
Weeks						
1	C- writing from personal experience R – capital letters and full stops (assess whether pupils are using these appropriately and consistently. If not, set the children who are not as intervention focus)	R – capital letters and full stops assessment R – question marks to demarcate sentences R – what is a noun? N – using Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	N – apostrophes to mark where letters are missing in a spelling	C - Poetry R – what is a noun? R - Formation of nouns using suffixes such as –ness, –er and by compounding R – use of apostrophes to mark where letters are missing in a word N – apostrophes to mark singular possession in nouns	C – writing instructional texts R – formation of nouns using suffixes R – compounding nouns R – expanded noun phrases	R – What is an adverb? R- and the use of –ly in Standard English to turn adjectives into adverbs R – use of progressive form of verbs to which adverbs can be added to add further description i.e. she was drumming loudly
2	R – capital letters and full stops R – exclamation marks and question marks to demarcate a sentence N – giving commands N - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	R – using Expanded noun phrases for description and specification	R - apostrophes to mark where letters are missing in a spelling	R – apostrophes to mark singular possession in nouns Interchange and check children recognise equally the use of both forms of apostrophes interchangeably	N – use of Subordination (using when, if, that, because) and co-ordination (using or, and, but)	R – punctuation – <ul style="list-style-type: none"> Capital letters and full stops Commas Exclamation marks Question marks Exclamations and commands

3	R - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command N –writing in the present tense. Understanding what the present is. Correct choice and consistent use of present tense throughout writing	R – using Expanded noun phrases for description and specification N - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]	R - apostrophes to mark where letters are missing in a spelling R – what is an adjective and what does it do? N - Use of the suffixes –er, –est in adjectives	R – using a comma in a list R – what is a verb? R – writing in the past and present tense N - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	R – use of Subordination (using when, if, that, because) and co-ordination (using or, and, but)	R – punctuation – <ul style="list-style-type: none"> • Capital letters and full stops • Commas • Exclamation marks • Question marks Exclamations and commands
4	C – writing from personal experience (fictional) R –writing in the present tense. Understanding what the present is. Correct choice and consistent use of present tense throughout writing	C – writing a letter N – what is a comma? N– commas to separate items in a list	R – what is an adjective and what does it do? R - Use of the suffixes –er, –est in adjectives	C – rhymes, raps and poetry from other cultures R - Use of the progressive form of verbs in the present and past tense to mark actions in progress	R – what is an adjective? N – What is an adverb?	R – Recognising word functions <ul style="list-style-type: none"> • nouns • Expanded noun phrases • Adjectives and adverbs • Use of ly to turn adjectives into adverbs
5	N – writing in the past tense Correct choice and consistent use of past tense throughout writing	R – what is a comma? R – commas to separate items in a list	R – what is an adjective and what does it do? R - Use of the suffixes –er, –est in adjectives N - Formation of adjectives using suffixes such as –ful, –less	R – commas in a list R – use of past and present tense N - read aloud what they have written with appropriate intonation to make the meaning clear.	R – recognising word functions – nouns, verbs, adjectives, adverbs. R – What is an adverb? N- and the use of –ly in Standard English to turn adjectives into adverbs	R – subordination and contractions
6	R – writing in the past tense Correct choice and consistent use of past tense throughout writing	R – commas to separate items in a list R – using Expanded noun phrases for description and specification R – question marks to demarcate sentences	Assessment week - Re-cap of the main learning of the term. Use this information to understand who has achieved the learning aims (see next terms non-negotiables) and who needs short or longer term intervention to embed the learning.	N – performance of own work, evaluating work of others and listening to how the words flow and fit in together.	R – recognising word functions – nouns, verbs, adjectives, adverbs. R – What is an adverb? R - and the use of –ly in Standard English to turn adjectives into adverbs	Assessment week: Re-cap of the main learning of the term. Use this information to understand who has achieved the learning aims (see next terms non-negotiables) and who needs short or longer term intervention to embed the learning.
Terminology check	statement, question, exclamation, command adjective, tense (past, present)	noun, noun phrase statement, question, exclamation, command compound, suffix ,tense (past, present) comma	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past,	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb

			present) apostrophe, comma	tense (past, present) apostrophe, comma	tense (past, present) apostrophe, comma	tense (past, present) apostrophe, comma
Spelling check: Please highlight the common exception words you are teaching each term. Phonics spelling patterns will be done through Read/write inc	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y Adding -es to nouns and verbs ending in -y Common exception words door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used	The suffixes -ment, -ness, -ful, -less and -ly Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used	Contractions The possessive apostrophe (singular nouns) Words ending in -tion Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used	Homophones and near-homophones Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used