



Year 2

English Curriculum Document

Developing Writing

Writing Curriculum Structure

The curriculum has been planned and structured at a variety of levels in order to maximise learning by ensuring there is sufficient time dedicated to new learning and pupils are given frequent opportunity to revisit learning. The considered structure provides familiarity to pupils and allows them clearly understand the focus of each learning session.

The structure is as follows:

- A yearly structure of knowledge and skills (which is progressive each year)
- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week
- A lesson structure which builds learning throughout the lesson

The weekly and lessons structure shifts throughout the year in order that pupils effectively apply their skills and knowledge with increasing creativity and focus on composition. This is as a result of the careful teaching of writing and composition skills across the year which sit together with a rich knowledge of texts and ability to understand language through Book Talk sessions for reading.

Following the yearly overview, this curriculum document is divided into half terms. Each section contains:

- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week

Lesson structure for skills sessions

Lesson structure
Date and Marking Grid <ul style="list-style-type: none">• Independent transcription of date and sticking in of marking grid• Expectation that pupils add lesson subheadings
Formation <ul style="list-style-type: none">• Heading in books - <u>Formation</u>• Continued letter join rehearsal - --application in words not just individual letters
Word / sentence writing <ul style="list-style-type: none">• Heading in books – <u>Word Writing</u>• Recap of writing dictated words and sentences with known GPCS or spelling patterns• May be dictated words or may be labels to accompanying images
New Learning <ul style="list-style-type: none">• Teaching – I do The new skill or concept is introduced and explained by T with example.• Guided practice – we do Heading in books – <u>We do</u> In books pupils complete a further example guided by the teacher• Independent– you do Heading in books – <u>You do</u> In books pupils independently complete the task

Lesson structure for genre development sessions

Lesson structure	
Date and Marking Grid	<ul style="list-style-type: none"> Independent transcription of date and sticking in of marking grid Expectation that pupils add lesson subheadings
Formation	<ul style="list-style-type: none"> Heading in books - <u>Formation</u> Continued rehearsal of joins –application in words not just individual letters
Skill review	<ul style="list-style-type: none"> Heading in books – <u>Skill review</u> Quick review of skill taught within the unit of work– e.g punctuation application, word class identification, rehearsal of adding prefix/ suffixes
New Learning	<ul style="list-style-type: none"> Heading in books – <u>New learning</u> Genre related learning – e.g text exploration, planning, drafting etc.

Autumn 1

Structure

Autumn 1		
Week	Content	Additional notes
1	<ul style="list-style-type: none"> Handwriting Sounds recap Writing days and months 	<ul style="list-style-type: none"> Red Lane Way focus Teaching presentation expectations in books Class phonics sessions
2	<ul style="list-style-type: none"> Transcribing dictated sentences using known GPCs and punctuation Composing own sentences using known GPCs and punctuation 	<ul style="list-style-type: none"> RWInc groups to begin Teaching presentation expectations in skills books
3	<ul style="list-style-type: none"> Add –s –es –ing -ed Transcribing dictated sentences using known GPCs and punctuation Composing own sentences using known GPCs and punctuation 	
4	<ul style="list-style-type: none"> -er –est un- Add –s –es –ing -ed Transcribing dictated sentences using known GPCs and punctuation Composing own sentences using known GPCs and punctuation 	
5	<ul style="list-style-type: none"> Recap 'and' teach 'or' and 'but' er –est un- Add –s –es –ing -ed Transcribing dictated sentences using known GPCs and punctuation Composing own sentences using known GPCs and punctuation 	
6	<ul style="list-style-type: none"> ? and ! 'and' 'or' 'but' er –est un- Add –s –es –ing -ed Transcribing dictated sentences using known GPCs and punctuation Composing own sentences using known GPCs and punctuation 	
7	<ul style="list-style-type: none"> Consolidation week 	<ul style="list-style-type: none"> RWInc assessment week

Weekly structure week 1

Week 1 begins with a focus on letter formation and presentation. The daily session will take place in handwriting books and follow the session structure of a handwriting session (see handwriting policy).

Weekly structure week 2

Week 2 begins with a focus on letter joins and presentation through the weekly handwriting session being taught on the Monday. The remaining sessions for the week focus on transcription and composition of sentences using simple punctuation and correct letter and join formation. Sentences will use the known GPCs or spelling patterns from Year 1.

Weekly structure weeks 3-7

Week 3 begins with a focus on letter joins and presentation through the weekly handwriting session being taught on the Monday. The remaining 4 days are used to teach new knowledge of spelling and punctuation and children to rehearse and apply this knowledge in their own writing.

Autumn 2

Structure

Autumn 2		
Week	Content	Additional notes
1	<ul style="list-style-type: none"> • Identifying nouns, adjectives and verbs • Using -er and -est • Transcribing dictated sentences using known GPCs and punctuation • Composing own sentences using known GPCs and punctuation 	<ul style="list-style-type: none"> • RWInc groups to begin
2	<ul style="list-style-type: none"> • Using -er and -est to compare • Identifying nouns, adjectives and verbs • Transcribing dictated sentences using known GPCs and punctuation • Composing own sentences using known GPCs and punctuation 	
3	<ul style="list-style-type: none"> • Adjectives into adverbs • Noun phrases – comma in a list of adjectives • Transcribing dictated sentences using known GPCs and punctuation • Composing own sentences using known GPCs and punctuation 	
4	<ul style="list-style-type: none"> • Genre development focus description: <ul style="list-style-type: none"> ○ Explore WAGOLL character description – identify features ○ Descriptive sentences – character description – appearance and personality ○ Joining using coordination and subordination ○ Noun phrases 	
5	<ul style="list-style-type: none"> • Genre development focus description: <ul style="list-style-type: none"> • Explore WAGOLL animal description – identify features • Descriptive sentences – based upon an animal • Joining using coordination and subordination • Noun phrases 	
6	<ul style="list-style-type: none"> • Genre development focus description: <ul style="list-style-type: none"> ○ Descriptive sentences – design own creature. Application of adjectives, nouns and adverbs for its actions. 	
7	<ul style="list-style-type: none"> • Genre development focus: poetry <ul style="list-style-type: none"> ○ Explore WAGOLL – noting pattern and word classes ○ Compose, rehearse and perform poems on Christmas theme with the pattern – adjective, adjective, noun, Christmas time is here. 	<ul style="list-style-type: none"> • RWInc assessment week
8	<ul style="list-style-type: none"> • Consolidation week 	<ul style="list-style-type: none"> • Class phonics sessions