	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	*Whole-School Unit** Entertain (10 steps) Inform (10 steps) Entertain (5 steps)	Entertain (12 steps) Inform (15 steps)	Entertain (15 steps) Inform (10 steps)	Entertain (15 steps) Entertain (10 steps)	Entertain (15 steps) Inform (10 steps)	Inform (10 steps) Entertain (14 steps) Entertain (5 steps)
Written Outcomes	*Range of genres (whole-school unit)** Short narrative Instructions List poetry	Narrative (journey) Letters & postcards	Traditional tale Non-chronological report	Narrative (based on real experiences) Poetry	Narrative Instructions	Recount (about real event) Narrative Poetry
NC: Composition (planning, drafting, editing and proof-reading)	• Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence • Evaluate their writing with the teacher and other pupils • Re-read 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-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear					
NC: Sentence level	Use the simple present and past tense consistently Co-ordination (using or, and, but) Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question or command Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question or command Use the simple present and past tense consistently	Co-ordination (using or, and, or but) and subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation Use the simple present and past tense consistently	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] 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] Co-ordination (using or, and, or but) and subordination (using when, if, that, or because)	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 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]	Review of objectives taught in KS1 Review use of conjunctions to combine ideas and sentences

HFL Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Introduction to use of commas for lists	Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Introduction to use of commas for lists	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists	Learn 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	Learn 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)	Learn 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)
NC: Grammar Terminology	noun, verb, present tense past tense, adjective statement, command comma <u>Review:</u> full stop capital letter, question mark sentence	statement, question noun, noun phrase adjective, verb comma present tense past tense	past tense, present tense adjective, comma exclamation statement, question	apostrophe comma adjective present progressive tense past progressive tense	command apostrophe comma present progressive tense past progressive tense	Review terminology from the year adverb
NC: Spelling	Taught via discrete spelling lessons. See **ESSENTIAL**SPELLING or school's spelling programme. Application in writing lessons: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs **Spelling terminology**: adverb, adjective, suffix					
NC: Handwriting	Discrete handwriting lessons. See '**Handwriting Progression Toolkit**'. Application in writing lessons: Form lower case letters of the correct size relative to one another 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 Write capital letters and digits of the correct size, orientation and relationship to one another rand to lower case letters Use spacing between words that reflects the size of the letters					

Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices	• Writers usually select and stay in the **same (consistent) tense** to avoid confusing the reader – usually **simple present or simple past tense**	• Use of **sound and other senses** to develop clear picture for reader to develop mood (**show not tell**)	• **Speech bubbles** let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing		• The **present progressive and past progressive** tense is often used to indicate that something is or was happening when another event occurred at the same time	
Writing to Inform Language Choices	• Some information (such as instructions) needs to be in the **correct time (chronological) order** if the reader needs to follow clear steps or learn about something that happened in the past • You could **speak to the reader directly, using 'you'** if you need to tell them or ask them to do something			• **Diagrams, labels and/or captions** show the reader more details about the important parts of what they are finding out about • When we provide information to our reader, this information is usually in the **simple present tense** or **simple past tense**		
Genre Features	**Narrative:** Stories usually have a main **character** and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the **plot** of the story Introduce fall-rise **story shape** for basic narrative structure **Instructions:** Use **easy to follow, simple steps** or sentences for the reader to understand – these might be numbered Written in **time (or chronological) order** so that the reader acts in the correct sequence or order Can includes a **list of 'things/ ingredients/ items'** that the reader will need before acting upon the instructions	**Narrative:** See **Aut1 objectives** **Letter**: **Sender's address** in top-right corner & **date** under the sender's address **Recipient's address** on left-hand side Start with '**Dear...**' or ' **To whom it may concern...**' **Sign off** with '**From...**' or '**Love from...**' (depending on how well you know your reader) **Poetry** (Aut1): A genre of poetry is **list poetry**, which lists words or phrases that represent a certain topic	**Traditional tale:** Will often include **repeated phrases** May include **animal characters** that behave like humans (e.g. can talk) **Character names** will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include **happy endings** **Non-Chronological Report**: **Captions and labels** to add information to illustrations **Glossary** to provide definitions in a quick and easy guide for the reader	**Narrative:** Build upon **Aut1 objectives** & introduce other **story shapes** - slow rise and slow fall **Poetry:** A specific poetic device used by poets can include a **simile**: this compares something with something else that the reader can relate to, in order to create a clear picture in their mind	**Narrative:** See **Aut & Spr objectives** **Instructions:** Link to Aut1 objectives & build to include: In order to tell the reader to do something, writers often use **command sentences**	**Recount:** Written in **simple past tense** Events are recounted in the **time order** that they happened **Narrative:** Link to **Aut & Spr objectives** **Poetry:** A specific poetic device used by poets can include **alliteration** to experiment with using words that start with the same speech sound – this creates a pleasing rhythm and musicality for the reader

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	Writers join sentences together with other coordinating conjunctions including **and, or, but** – these conjunctions all carry different meanings for the reader to understand how the ideas are connected A **statement** is a type of sentence that are used by writers the most – they are telling the reader something Sometimes we might need to tell our reader to do something – these are **command sentences** and they start with a verb Including **adjectives** to describe a noun (**expanded noun phrases**) helps the reader to create a more specific picture in their mind	Including **adjectives** to describe a noun (**expanded noun phrases**) helps the reader to create a more specific picture in their mind Instead of using 'and' too often, we should use a full stop so that the sentence does not become too long for the reader Writers can also join sentences together with subordinating conjunctions including **when, if, that, because** – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought	Coordinating conjunctions include **and, or, but** – these conjunctions carry different meanings for the reader to understand how the ideas are connected. Subordinating conjunctions include **when, if, that, because** – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought **Exclamatory sentences** are sometimes seen in fairytales, usually to express a surprise or strong emotion (usually starting with '*What / How + noun phrase + verb*).	Including **adjectives** to describe a noun (**expanded noun phrases**) helps the reader to create a more specific picture in their mind The **present progressive and past progressive** tense is often used to indicate that something is or was happening when another event occurred at the same time	Including **adjectives** to describe a noun (**expanded noun phrases**) helps the reader to create a more specific picture in their mind. Review use of conjunctions to combine ideas and sentences. The **present progressive and past progressive** tense is often used to indicate that something is or was happening when another event occurred at the same time. Sometimes we might need to tell our reader to do something – these are **command sentences** and they start with a verb. Including **adverbs** to describe a verb also helps the reader to create a picture in their mind about how or when the action is happening.	
Word level **including punctuation**	A reader needs a **full stop** at the end and **capital letter** at the beginning of each sentence so that they know where one idea ends and another begins (Y1) **Commas** can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between Instead of a full stop, a **question mark** at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something	An **exclamation mark** at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling Instead of a full stop, a **question mark** at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something **Commas** can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between.	**Commas** can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Review use of question mark & exclamation mark)	**Apostrophes** are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand Review use of question mark & exclamation mark)	**Apostrophes** are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand **Commas** can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Review use of question mark & exclamation mark)	(Review use of all punctuation taught throughout the year)

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YEAR 2

	Autumn					Spring				Summer				
	Narrative	Instructions	Poetry: List poems	Narrative	Letters, postcards	Narrative	Non-Chronological Report	Narrative	Poetry: Free Verse & Simile	Narrative	Instructions	Recount	Narrative	Poetry: Take One Poet
Core pathway	Frog and the Stranger (Max Velthuijs)	How to Make Friends with a Ghost	The Puffin Book of Fantastic First Poems	Last Stop on Market Street	Dragon Post	Rapunzel	Big Blue Whale	What is a River? / Splash	The Puffin Book of Fantastic First Poems	The Lost Homework	How to Wash a Woolly Mammoth	Here I am	Superhero Does Not Do Cuddles / Tractionman is Here	Belonging Street
Alternative pathway	Narrative — Luna Loves Dance							Narrative — Dim Sum Palace (X. Fang)						Poetry: Free verse — Poetry Comics
	10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps
	52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				51 steps (approx. 11 weeks)				

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