

Writing Overview | *Assessment Indicators and Outcomes*

| Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing End Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Transcription                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ol style="list-style-type: none"><li>1. Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.</li><li>2. Form most lower case and capital letters with correct starting point, sequence of movement and orientation.</li><li>3. Begin to show distinction between small and tall letters through appropriate sizing.</li><li>4. Use appropriate spacing between words.</li><li>5. Begin to show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.</li><li>6. Position most letters on the line correctly with descenders always going underneath.</li><li>7. Re-read words to check that they contain all the sounds and begin to check that they have the correct representations.</li></ol> | <ol style="list-style-type: none"><li>1. Form most lower case and capital letters with correct starting point, sequence of movement and orientation.</li><li>2. Show distinction between small and tall letters through appropriate sizing.</li><li>3. Show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.</li><li>4. Use appropriate spacing between words that is beginning to reflect the size of the letters.</li><li>5. Develop consistency in positioning all letters on the line with descenders always going underneath.</li><li>6. Re-read words to check that they contain all the sounds and the correct representations.</li></ol>                                                                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"><li>1. Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.</li><li>2. Use appropriate spacing between words that reflects the size of the letters.</li><li>3. Maintain consistency in positioning all letters on the line with descenders always going underneath.</li><li>4. Re-read words to check that they contain all the sounds and the correct representations, making edits more independently.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Sentence Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ol style="list-style-type: none"><li>8. Use a capital letter for many proper nouns and the pronoun 'I'.</li><li>9. Punctuate most sentences with a capital letter within a short series of sentences.</li><li>10. Punctuate most sentences with a full stop within a short series of sentences.</li><li>11. Use co-ordinating conjunctions ('and', 'but') to join some clauses.</li><li>12. Use the simple present tense mostly correctly within a short series of sentences.</li><li>13. Use the simple past tense mostly correctly within a short series of sentences.</li><li>14. Use adjectives after the noun.</li><li>15. Re-read sentences to check that they include all the words and punctuation needed for them to make sense.</li></ol>                                                  | <ol style="list-style-type: none"><li>7. Use a capital letter for most proper nouns and the pronoun 'I'.</li><li>8. Punctuate most sentences with a capital letter within a series of sentences.</li><li>9. Punctuate most sentences with a full stop within a series of sentences.</li><li>10. Begin to use a question mark or exclamation mark when it is needed.</li><li>11. Put the apostrophe in the correct place within some contractions</li><li>12. Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.</li><li>13. Use subordinating conjunctions ('because') to extend some clauses.</li><li>14. Use the simple present tense consistently and correctly within a series of sentences.</li><li>15. Use the simple past tense consistently and correctly within a series of sentences.</li><li>16. Use adjectives after the noun and begin to use them before the noun (noun phrase).</li><li>17. Re-read sentences to check that they include all the words and punctuation needed for them to make sense.</li></ol> | <ol style="list-style-type: none"><li>5. Use a capital letter for proper nouns and the pronoun 'I'</li><li>6. Punctuate most sentences with a capital letter within a longer series of sentences.</li><li>7. Punctuate most sentences with a full stop within a longer series of sentences.</li><li>8. Use a question mark or exclamation mark when it is needed.</li><li>9. Put the apostrophe in the correct place within many contractions.</li><li>10. Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.</li><li>11. Use subordinating conjunctions ('when', 'because', 'if', 'that') to extend some clauses.</li><li>12. Use the simple present tense consistently and correctly within a longer series of sentences.</li><li>13. Use the simple past tense consistently and correctly within a longer series of sentences.</li><li>14. Use adjectives before and after the noun</li><li>15. Re-read sentences to check that they include all the words and punctuation needed for them to make sense.</li></ol> |
| Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ol style="list-style-type: none"><li>16. Write simple pieces (narrative and non-narrative).</li><li>17. Begin to choose adjectives and verbs for effect.</li><li>18. Begin to open sentences in different ways through use of pronouns and synonyms.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ol style="list-style-type: none"><li>18. Write simple pieces (narrative and non-narrative), most of which are coherent.</li><li>19. Choose adjectives and verbs for effect.</li><li>20. Open sentences in different ways through use of pronouns and synonyms and begin to use time adverbs.</li><li>21. Begin to vary sentence structures through some use of both single and multi-clause sentences.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ol style="list-style-type: none"><li>16. Write simple, coherent pieces (narrative and non-narrative).</li><li>17. Choose adjectives and verbs for effect</li><li>18. Begin to use adverbs to add detail</li><li>19. Open sentences in different ways through use of pronouns, synonyms and time adverbs.</li><li>20. Vary sentence structures through some use of both single and multi-clause sentences.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Spelling<br>(taught through Trust Spelling Bee scheme)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Spell most Year 1 and some Year 2 common exception words correctly.<br>Apply taught spelling patterns in order to add suffixes to words where the root word remains the same mostly correctly (-s, -es, -ed, -ing, -er, -est).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spell many words correctly and make phonetically plausible attempts at others using the GPCs taught.<br>Spell most Year 1 and many Year 2 common exception words correctly.<br>Begin to apply taught spelling patterns in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est).<br>Often choose the correct spelling of taught homophones and near-homophones to match the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.<br>Spell most Year 1/2 common exception words correctly<br>Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).<br>Choose the correct spelling of taught homophones and near-homophones to match the context.<br>Spell some contraction words correctly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Greater Depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Write short narrative and non-narrative pieces that are interesting and maintain sense<br>Make own choices about: <ul style="list-style-type: none"><li>the way that sentences are structured</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

- the most appropriate and effective vocabulary
  - the punctuation used
- to show an individual writer's voice.  
Use language and techniques read or heard to enhance writing.

| Writing Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b><u>Class Novels</u></b><br/> <b>Autumn Term</b><br/> Horrid Henry<br/> Flat Stanley<br/> Alternative<br/> Fairytale</p> <p><b>Spring Term</b><br/> Martin's Mice<br/> The Hodgeheg</p> <p><b>Summer Term</b><br/> The Worst Witch<br/> Winnie the Witch<br/> The Boy who Grew Dragons<br/> The Boy who Flew with Dragons</p> <p><b><u>Optional Texts</u></b></p> <p>Rumpelstiltskin</p> <p>After the Fall</p> <p>This is Pink</p> <p>The Owl and the Pussycat</p> <p>The Lion and Albert</p> <p>George and the Dragon</p> <p>Burglar Bill</p> <p>Anthony Browne stories</p> <p><b><u>Non-fiction</u></b><br/> Range of high quality non-fiction including online and books</p> | <p><b><u>Narrative</u></b><br/> <b>Into the forest/Hansel &amp; Gretel</b></p> <p><b>Expected Standard:</b><br/> Retell a traditional tale or a story based on a traditional tale using story language</p> <p><b>End Points:</b> 4, 8, 9, 10 &amp; 14</p> <p><b><u>Non-Chronological Report</u></b><br/> <b>Linked to Transport topic</b></p> <p><b>Expected Standard:</b><br/> Use information from research to group and assemble information into a short non-chronological report. Write under sub-headings to organise ideas.</p> <p><b>End Points:</b> 11 &amp; 12</p> <p>*Teachers Choice*</p> | <p><b><u>Narrative</u></b><br/> <b>The True story of the Three Little Pigs</b></p> <p><b>Expected Standard:</b><br/> Retell an alternative traditional tale using story language.</p> <p><b>End Points:</b> 11,13, 14 &amp; 18</p> <p><b><u>Recount</u></b><br/> <b>Polar Express</b></p> <p><b>Expected Standard:</b><br/> Write a simple first person narrative recount maintaining past tense and consistent use of first person. Complete as a post card</p> <p><b>End Points:</b> 8, 13, 14, 17 (adjectives)</p> <p>*Teachers Choice*</p> | <p><b><u>Narrative</u></b><br/> <b>The Tunnel</b></p> <p><b>Expected Standard:</b><br/> Plan and tell a story, changing the setting.</p> <p><b>End Points:</b> 12, 13, 16, &amp; 19</p> <p><b><u>Explanation</u></b><br/> <b>Linked to Science – life cycle of chick and butterfly</b></p> <p><b>Expected Standard:</b><br/> Write a series of extended sentences, organised appropriately (in order) to explain a process</p> <p><b>End Points:</b> 11, 12, 13 &amp; 14</p> | <p><b><u>Narrative</u></b><br/> <b>Journey</b></p> <p><b>Expected Standard:</b><br/> Plan and tell a story, changing more than one event</p> <p><b>End Points:</b> 10, 16, 19, 20</p> | <p><b><u>Narrative</u></b><br/> <b>The Tear Thief by Carol Anne Duffy*</b></p> <p><b>Expected Standard:</b><br/> To plan and write your own story, using the original story as a prompt</p> <p><b>End Points:</b> 9, 13, 18 &amp; 19</p> <p><b><u>Recount</u></b><br/> <b>After the Fall</b></p> <p><b>Expected Standard:</b><br/> To write a diary entry, from the perspective of a main character,</p> <p><b>End Points:</b> 7, 8, 10 &amp; 11</p> | <p><b><u>Narrative</u></b><br/> <b>Grandad's Island/The Storm Whale</b></p> <p><b>Expected Standard:</b><br/> To plan and write your own story, using the original story as a prompt</p> <p><b>End Points:</b> 10, 11, 18 &amp; 19</p> <p><b><u>Recount</u></b><br/> <b>Saltburn trip</b></p> <p><b>Expected Standard:</b><br/> Recount the events of an experience, in order, using topical language and accurate punctuation.</p> <p><b>End Points:</b> 13, 14, 17 &amp; 19</p> <p>*Teachers Choice*</p> |

The class novels are read at story time. The optional texts may be read to the class across the year as and when the teacher decides, they may be used as a stimulus for writing.