

Year 2 Map WRITING

| | | Cotton Wool Colin Stories with familiar settings | Parents and their young Explanation Text | Poetry | Journey to the deep Non Chron Report | Oh Gnome A Playscript | Gnome Sweet Gnome Persuasive Writing | Beauty and the Beast A traditional Tale | Ho to turn a hamster into a dinosaur Instructions | Chatterbox Ben A story with a familiar setting | Thrill City E-mail/letter | Chocolate Planet A story in a fantasy World | Chocolate Information Text |
|-------------------------------------|---|---|--|---|---|--|---|---|---|--|---|---|--|
| Vocabulary, Grammar and punctuation | Active English Main Foci | COORDINATING CONJUNCTION COMPOUND SENTENCE MAIN CLAUSE | | SIMILIE EXPANDED NOUN PHRASE | | OPENERS WHICH RELATE TO Y2 and Y3 | | SUBORDINATING CONJUNCTION and COMPLEX SENTENCE MAIN CLAUSE SUBORDINATE CLAUSE | | | | | |
| | Conjunctions/ adverbs/ prepositions | Conjunctions As, Or, If, Because, Until When That | Verb Tenses | | Verb Tenses | Conjunctions As, Or, If, Because, Until When That | Verb Tenses | Adverbs Conjunctions As, Or, If, Because, Until When That | | Conjunctions As, Or, If, Because, Until When That | | Conjunctions As, Or, If, Because, Until When That | |
| | Punctuation | Capital Letters, full stops Question Marks | Capital Letters, full stops Question Marks Apostrophe to mark missing letters | Capital Letters, full stops Question Marks Commas to separate items in a list Compound Words | Capital Letters, full stops Question Marks | Exclamation Marks Apostrophe to mark missing letters Types of sentence statement, question, exclamation, command | Commas to separate items in a list | Apostrophe to mark missing letters Apostrophe for singular possession | Commas to separate items in a list | Apostrophe's for contraction Apostrophe for singular possession | | Apostrophe for singular possession | |
| Writing Transcription | Sentence Level | Use appropriate coordinating conjunctions Use sentences with different forms – questions Use a pattern of three for description | Use appropriate coordinating conjunctions Use some features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know) | Construct similes using 'like' | Use appropriate coordinating conjunctions Incorporate some simple time adverbials into their compositions e.g. He woke up the next morning... She went as soon as she could... Later on they found out...) | Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command Use expanded noun phrases to describe and specify | Use expanded noun phrases to describe and specify Incorporate some simple time adverbials into their compositions e.g. He woke up the next morning... She went as soon as she could... Later on they found out...) | Use appropriate subordinating and coordinating conjunctions Use expanded noun phrases to describe and specify Construct similes using 'like' Use a pattern of three for description | Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command | Use appropriate subordinating and coordinating conjunctions Use expanded noun phrases to describe and specify Incorporate some simple time adverbials into their compositions e.g. He woke up the next morning... She went as soon as she could... Later on they found out...) | Use appropriate subordinating and coordinating conjunctions Use some features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know) | Use appropriate subordinating and coordinating conjunctions Construct similes using 'like' Use a pattern of three for description Incorporate some simple time adverbials into their compositions e.g. He woke up the next morning... She went as soon as she could... Later on they found out...) | Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command Use some features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know) |
| | Text Level | Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) | Develop positive attitudes towards and stamina for writing by: writing about real events (e.g. describing their PE lesson or a field trip) writing for different purposes (e.g. to inform, to instruct) | Develop positive attitudes towards and stamina for writing by: writing for different purposes (e.g. to inform, to instruct) | Develop positive attitudes towards and stamina for writing by: writing about real events (e.g. describing their PE lesson or a field trip) writing for different purposes (e.g. to inform, to instruct) | Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) | Develop positive attitudes towards and stamina for writing by: writing about real events (e.g. describing their PE lesson or a field trip) writing for different purposes (e.g. to inform, to instruct) | Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) | Develop positive attitudes towards and stamina for writing by: writing about real events (e.g. describing their PE lesson or a field trip) writing for different purposes (e.g. to inform, to instruct) | Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) | Develop positive attitudes towards and stamina for writing by: writing about real events (e.g. describing their PE lesson or a field trip) writing for different purposes (e.g. to inform, to instruct) | Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) | Develop positive attitudes towards and stamina for writing by: writing about real events (e.g. describing their PE lesson or a field trip) writing for different purposes (e.g. to inform, to instruct) |
| Writing Composition | Plan | Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings | Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts | Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems | Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems | Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts | Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems | Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems | Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems | Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings | Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems | Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts | Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts |
| | Draft | Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation [for example, end of sentences punctuated correctly] Upon re-reading, check that verbs to indicate time are used correctly, including verbs in the continuous form and make other simple additions, revisions and corrections to writing | | | | | | | | | | | |
| | Evaluate | Evaluate their own writing with the teacher and/or other pupils Use appropriate grammatical terminology in discussing writing (See Terminology) | | | | | | | | | | | |
| Terminology | Compound Sentence Compound Word Introduction Build up Problem | Adjective Adverb Verb Tense (past, present) Apostrophe | Noun Noun phrase | Statement Question Exclamation Command | Statement Question Exclamation Command | Comma Adjective Adverb Verb Tense (past, present) Apostrophe | Adjective Adverb Verb Tense (past, present) Apostrophe Comma | Comma | Compound Sentence Compound Word Introduction Build up Problem Comma | Adjective Adverb Verb | Compound Sentence Compound Word Introduction Build up Problem | Compound Sentence Compound Word | |