

Year 2 Writing and GPS			
Term	Genre	Composition	GPS
Autumn 1	<p>Fiction: Fantasy; Retelling a story, changing the ending of a story and letters in first person.</p> <p>Non-Fiction: Instructions.</p>	<p>Plan or say aloud what they are going to write about.</p> <p>Write down ideas and/or keywords, including new vocabulary.</p> <p>Compose sentences orally before writing.</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Re-read writing aloud to check that it makes sense (may require adult support).</p> <p>Use adjectives (these may have been given to them).</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing.</p> <p>Use spacing between words.</p> <p>Use expanded noun phrases.</p> <p>Use adverbs - quickly, quietly.</p>	<p>Spell the /j/ sound as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.</p> <p>Spell the /s/ sound c (race, ice, cell, city) before e, i and y.</p> <p>Spell the /n/ sound kn and (less often) gn at the beginning of words.</p> <p>Use spelling rule -s or -es for plural nouns.</p> <p>Use capital letters, full stops, question marks and exclamation marks.</p> <p>Use terminology: noun, noun phrases, adjective, adverb and verb.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others.</p> <p>Spell some common exception words.</p>

<p>Autumn 2</p>	<p>Fiction: Retelling a story with animals. Changing a story. Poetry.</p> <p>Non-Fiction: Author Focus – Julia Donaldson. Information text.</p>	<p>Plan or say aloud what they are going to write about.</p> <p>Write down ideas and/or keywords, including new vocabulary.</p> <p>Compose sentences orally before writing.</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Start to use past tense correctly and consistently.</p> <p>Use expanded noun phrases.</p> <p>Use adverbs - quickly, quietly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing.</p> <p>Use spacing between words.</p>	<p>Spell the /r/ sound wr at the beginning of words.</p> <p>Spell the /l/ or /all/ sound –le at the end of words.</p> <p>Spell the /l/ or /all/ sound –el at the end of words.</p> <p>Demarcate some sentences with capital letters and full stops, and use question marks correctly when required.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others.</p> <p>Use coordination ‘and / but’ and some subordination ‘because’ to join clauses.</p> <p>Spell some common exception words.</p>
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<p>Spring 1</p>	<p>Fiction: Changing characters and writing our own stories. Diary entries.</p>	<p>Plan or say aloud what they are going to write about.</p> <p>Write down ideas and/or keywords, including new vocabulary.</p> <p>Compose sentences orally before writing.</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Use present and past tense mostly correctly and consistently.</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell the /l/ or /all/ sound –al at the end of words.</p> <p>Spell words ending in –il (pencil, fossil, nostril).</p> <p>Spell the /igh/ sound –y at the end of words (cry, fry, try).</p> <p>Adding –es to nouns and verbs ending in –y (flies, tries, replies).</p> <p>Use apostrophes to show possession.</p> <p>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.</p> <p>Use coordination (or / and / but) and some subordination (e.g. when, because) to join clauses.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.</p> <p>Spell many common exception words.</p>
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<p>Spring 2</p>	<p>Fiction: retelling a story, changing characters and writing your own story.</p> <p>Non-Fiction: Recount.</p>	<p>Plan or say aloud what they are going to write about.</p> <p>Write down ideas and/or keywords, including new vocabulary.</p> <p>Compose sentences orally before writing.</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Use present and past tense mostly correctly and consistently.</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</p>	<p>Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (copied, copier).</p> <p>Add the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (hiking, hiked).</p> <p>Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, humming).</p> <p>Use commas in a list.</p> <p>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.</p> <p>Use coordination (or / and / but) and some subordination (if / that) to join clauses.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.</p> <p>Spell many common exception words.</p>
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<p>Summer 1</p>	<p>Fiction: Diaries first person. retelling a story. Changing a story.</p> <p>Non-Fiction: information texts.</p>	<p>Plan or say aloud what they are going to write about.</p> <p>Write down ideas and/or keywords, including new vocabulary.</p> <p>Compose sentences orally before writing.</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Use present and past tense mostly correctly and consistently.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Spell the /ee/ sound –ey (key, donkey, monkey).</p> <p>Spell the /er/ sound spelt or after w (word, work, worm, world, worth).</p> <p>Spell the /or/ sound spelt ar after w (war, warm, toward).</p> <p>Spell the /zh/ sound spelt s (television, treasure, usual).</p> <p>Use apostrophes for contracted forms.</p> <p>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.</p> <p>Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.</p> <p>Spell many common exception words.</p>
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<p>Summer 2</p>	<p>Fiction: Fantasy and creative stories in familiar settings.</p> <p>Non-Fiction: Information about London, recount. Informal letters.</p>	<p>Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Use present and past tense mostly correctly and consistently.</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Spell the suffixes –ment, –ness, –ful, –less and –ly (enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness) badly, merriment, happiness, plentiful, penniless, happily).</p> <p>Spell contractions (can't, didn't, hasn't, couldn't, it's, I'll).</p> <p>Use the possessive apostrophe for singular nouns - Megan's, Ravi's, the girl's, the child's, the man's.</p> <p>Spell words ending in –tion (station, fiction, motion, national, section).</p> <p>Spell homophones and near-homophones (there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight).</p> <p>Demarcate sentences with capital letters and full stops, and use question marks correctly when required.</p> <p>Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.</p> <p>Spell common exception words.</p>
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