

Year 2 Writing and GPS			
Term	Genre	Composition	GPS
Autumn 1	Fiction Narrative	<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>Spelling: Little Wandle Pathway.</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 correctly common exception words.</p>

<p>Autumn 2</p>	<p>Poetry Julia Donaldson</p> <p>Fiction Narrative</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>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>Spelling: Little Wandle Pathway.</p> <p>Demarcate sentences with capital letters, full stops and question marks.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling words correctly and making phonetically-plausible attempts at others.</p> <p>Use coordination 'and / but' and subordination 'because' to join clauses.</p> <p>Spell correctly common exception words.</p>
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Spring 1	<p>Fiction Narrative</p> <p>Non-Fiction Diary entries 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>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>Spelling: Little Wandle Pathway.</p> <p>Use apostrophes to show possession.</p> <p>Demarcate sentences with capital letters, full stops and question marks.</p> <p>Use coordination (or / and / but) and subordination (e.g. when, because) to join clauses.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling these words correctly and making phonetically-plausible attempts at others.</p> <p>Spell correctly common exception words.</p>
Spring 2	<p>Poetry</p> <p>Fiction Narrative</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>Spelling: Little Wandle Pathway.</p> <p>Use commas in a list.</p> <p>Demarcate sentences with capital letters, full stops and question marks.</p> <p>Use coordination (or / and / but) and subordination (if / that) to join clauses.</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>Segment spoken words into phonemes and represent these by graphemes, spelling these words correctly and making phonetically-plausible attempts at others.</p> <p>Spell correctly common exception words.</p>
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Summer 1	<p>Fiction Diary entries Narrative</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>Spelling: Little Wandle Pathway.</p> <p>Use apostrophes for contracted forms.</p> <p>Demarcate sentences with capital letters, full stops and question marks.</p> <p>Use coordination (e.g. or / and / but) and subordination (e.g. when / if / that / because) to join clauses.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling these words correctly and making phonetically-plausible attempts at others.</p> <p>Spell correctly common exception words.</p>
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<p>Summer 2</p>	<p>Poetry</p> <p>Fiction Narrative Informal letter</p> <p>Non-Fiction Information text</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>Spelling: Little Wandle Pathway.</p> <p>Use the possessive apostrophe for singular nouns - Megan's, Ravi's, the girl's, the child's, the man's.</p> <p>Demarcate sentences with capital letters, full stops and question marks.</p> <p>Use coordination (e.g. or / and / but) and subordination (e.g. when / if / that / because) to join clauses.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling these words correctly and making phonetically-plausible attempts at others.</p> <p>Spell correctly common exception words.</p>
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