

English Writing Genre Map – Year 2

Y2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<u>Writing Units</u>	Unit 1 <u>Power of Reading</u> The Storm Whale	Unit 1 <u>Fiction unit</u> Vlad and the Great Fire of London	Unit 1 <u>Fiction Unit</u> Stories by the same author (Julia Donaldson) AND <i>Shape Poetry</i>	Unit 1 <u>Power of Reading</u> The Man on the Moon	Unit 1 <u>Fiction Unit</u> <i>Egg Box Dragon</i> Used for boosters	Unit 1 <u>SATs Boosters</u> <u>Mini writes</u> Recounts Descriptions Reports	
	Unit 2 <u>Power of Reading</u> <i>Where the Wild Things Are</i>	Unit 2 <u>Non-Fiction</u> <i>GFOL Newspaper reports</i> AND <i>Instructions</i>	Unit 2 <u>Non-Fiction</u> <i>Non-chronological reports (Habitats –topic link)</i>	Unit 2 <i>Explanation text</i> How to catch a star	Unit 2 SATs <u>SATs Boosters</u> <u>Mini writes</u> Recounts Descriptions Reports	Unit 2 <u>Power of Reading</u> <i>Traction Man</i>	
	Word		Sentence		Text	Punctuation	Terminology
	Formation of nouns using suffixes such as –ness, –er and by compounding Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives into adverbs		Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification (eg. <i>the blue butterfly, plain flour, the man in the moon</i>) How grammar indicates a statement, question or command		Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg. <i>she is drumming, he was shouting</i>)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling omission and to mark singular possession in nouns (eg. <i>the girl's name</i>)	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.

Skills

- Secure use of range of planning tools
- Plan opening around character(s), setting, time of day and type of weather
- Understanding of 5 part story with more complex vocabulary:
***Opening** – In a land far away.....?/ One cold but bright morning....*
***Build-up** – Later that day....*
***Problem/dilemma** – To his amazement....*
***Resolution** – As soon as....*
***Ending** – Luckily..../ Fortunately.... (this should be more than a sentence and children could try to suggest how the main character is now feeling)*