**English Writing Genre Map – Year 2 2023-2024**

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| **Y2** | **Term 1** | **Term 2** | | **Term 3** | **Term 4** | **Term 5** | **Term 6** | |
| **Writing Units** | **Unit 1** | **Unit 1** | | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** | |
| **Power of Reading 1**  The Storm Whale | **Fiction Unit 1**  Stories by the same author (Julia Donaldson) | | **Non-Fiction 2**  Explanation text  How to catch a star | **Power of Reading 2**  The Man on the Moon | **Power of Reading 3**  *Egg Box Dragon* | **Power of Reading 4**  Traction Man | |
| **Unit 2** | **Unit 2** | | **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** | |
| **Non-Fiction 1**  Non-chronological reports(Habitats –topic link) | **Poetry 1**  School Poems  Please Mrs Butler  **and**  **Fiction Unit 2**  Edgar the excitable dragon | | **Poetry 2**  Shape Poems  **and**  **Non-Fiction 3**  Newspaper report  (describing our enterprise) | **Non-Fiction 4**  Recount  (school trip) | **Continuation of Egg Box Dragon (mixture of fiction and non-fiction writing)** | **Non-Fiction 5**  Instructions  **and**  recount/transition writing | |
|  | **Word** | | **Sentence** | | **Text** | **Punctuation** | **Terminology** | |
| **Grammar** | 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 *when, if, that, because*) and  **co-ordination** (using *or, and, but*)  Expanded **noun phrases** for description and specification (eg. *the blue butterfly, plain flour, the man in the moon)*  **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. *she is drumming, he was shouting)* | 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. *the girl’s name*) | | 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)* | | | | | | | |