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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 textHow 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 PoemsPlease 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 writingUse 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)* |