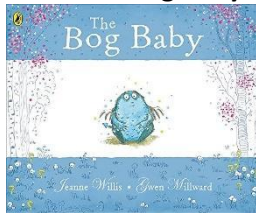
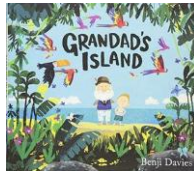
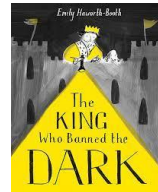
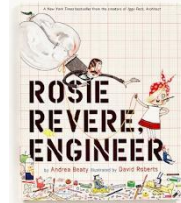




# Writing Overview – Year 2

## Cathcart Street Primary School 2026-2027

|                            |                  | Autumn                                                                                                                                                                    |                                                                                                                                                                          | Spring                                                                                                                                                                                                              |                                                                                                                                                                                                              | Summer                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                      |
|----------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                  | Autumn 1                                                                                                                                                                  | Autumn 2                                                                                                                                                                 | Spring 1                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                                             |
| Ready,<br>Steady,<br>Write |                  | <b>Unit A: A River</b><br>                                                               | <b>Unit B: The Night Gardener</b><br>                                                   | <b>Unit C: The Bog Baby</b><br>                                                                                                   | <b>Unit D: Grandad's Island</b><br>                                                                                       | <b>Unit E: The King who Banned the Dark</b><br>                                                                                                                                                                  | <b>Unit F: Rosie Revere</b><br>                                                                                                                                                   |
|                            | Writing Purposes | <ul style="list-style-type: none"> <li>● Narrative: Circular Narrative</li> <li>● Purpose: To narrate</li> <li>● Recount: Letter</li> <li>● Purpose: To inform</li> </ul> | <ul style="list-style-type: none"> <li>● Narrative: Setting Narrative</li> <li>● Purpose: To narrate</li> <li>● Recount: Diary</li> <li>● Purpose: To recount</li> </ul> | <ul style="list-style-type: none"> <li>● Narrative: Finding Narrative</li> <li>● Purpose: To narrate</li> <li>● Instructions: How to build a habitat</li> <li>● Purpose: To instruct</li> </ul>                     | <ul style="list-style-type: none"> <li>● Narrative: Return Narrative</li> <li>● Purpose: To narrate</li> <li>● Information: Jungle Animals</li> <li>● Purpose: To inform</li> </ul>                          | <ul style="list-style-type: none"> <li>● Narrative: Mistake Narrative</li> <li>● Purpose: To narrate</li> <li>● Information: How to be a Regal Leader</li> <li>● Purpose: To inform</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>● Narrative: Invention Narrative</li> <li>● Purpose: To narrate</li> <li>● Explanation: How a machine works</li> <li>● Purpose: To explain</li> </ul>                                                                         |
| Grammar                    | Word             | Build on previous units & focus on:<br><ul style="list-style-type: none"> <li>● Use of the Suffixes –er &amp; –est in adjectives</li> </ul>                               | Build on previous year & focus on:<br><ul style="list-style-type: none"> <li>● Use of the suffix –ly to turn adjectives into adverbs</li> </ul>                          | Build on previous units & focus on:<br><ul style="list-style-type: none"> <li>● Formation of adjectives using suffixes e.g. –ful, –less</li> <li>● Use of the suffix –ly to turn adjectives into adverbs</li> </ul> | Build on previous units & focus on:<br><ul style="list-style-type: none"> <li>● Use of the Suffixes –er &amp; –est in adjectives</li> <li>● Use of the suffix –ly to turn adjectives into adverbs</li> </ul> | Build on previous units & focus on:<br><ul style="list-style-type: none"> <li>● Formation of nouns using suffixes e.g. –ness, –er and by compounding</li> <li>● Formation of adjectives using suffixes e.g. –ful, –less</li> <li>● Use of the suffix –ly to turn adjectives into adverbs</li> </ul> | Build on previous units & focus on:<br><ul style="list-style-type: none"> <li>● Formation of nouns using suffixes e.g. –ness, –er and by compounding</li> <li>● Use of the Suffixes –er &amp; –est in adjectives</li> <li>● Use of the suffix –ly to turn</li> </ul> |

|                                                                                                                                                 |                                                                      |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                 | <b>S<br/>e<br/>n<br/>t<br/>e<br/>n<br/>c<br/>e</b>                   | Build on previous year & focus on:<br>● Subordination (using when, if, that, because)<br>● Co-ordination (or, and, but)<br>● Sentence indicates its function as a statement and question.<br>● Expanded Noun Phrases for description and specification | Build on previous units & focus on:<br>● Subordination (using when, if, that, because)<br>● Co-ordination (or, and, but)<br>● Sentence indicates its function as a statement, question and command.<br>● Expanded Noun Phrases for description and specification | Build on previous units & focus on:<br>● Subordination (using when, if, that, because)<br>● Co-ordination (or, and, but)<br>● Expanded noun phrases for description and specification<br>● How the grammatical patterns in a sentence indicates its function as a statement, question and command | Build on previous units & focus on:<br>● Subordination (using when, if, that, because)<br>● Co-ordination (or, and, but)<br>● Sentence indicates its function as a statement, question, command, and exclamation<br>● Expanded Noun Phrases for description and specification | Build on previous units & focus on:<br>● Expanded noun phrases for description and specification<br>● Subordination (using when, if, that, because)<br>● Co-ordination (or, and, but)<br>● How the grammatical patterns in a sentence indicates its function as question, exclamation and statement. | Build on previous units & focus on:<br>● Subordination (using when, if, that, because)<br>● Co-ordination (or, and, but)<br>● Sentence indicates its function as a statement, question, command and exclamation.<br>● Expanded Noun Phrases for description and specification |
|                                                                                                                                                 | <b>T<br/>e<br/>x<br/>t</b>                                           | ●                                                                                                                                                                                                                                                      | ●                                                                                                                                                                                                                                                                | Build on previous units & focus on:<br>● Correct choice and consistent use of past and present tense throughout writing                                                                                                                                                                           | Build on previous units & focus on:<br>● Correct choice and consistent use of past and present tense throughout writing                                                                                                                                                       | Build on previous units & focus on:<br>● Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs                                                                                                                                         | Build on previous units & focus on:<br>● Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs                                                                                                                  |
|                                                                                                                                                 | <b>P<br/>u<br/>n<br/>c<br/>t<br/>u<br/>a<br/>t<br/>i<br/>o<br/>n</b> | Build on previous units & focus on:<br>● Use of capital letters, full stops and question marks to demarcate sentences<br>● Use apostrophes to mark singular possession in nouns                                                                        | Build on previous year & focus on:<br>● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>● Apostrophes to mark where letters are missing in spelling<br>● Commas to separate items in a list                   | Build on previous units & focus on:<br>● Use of capital letters, full stops and question marks to demarcate sentences<br>● Commas to separate items in a list<br>● Apostrophes to mark where letters are missing in spelling (contractions)                                                       | Build on previous units & focus on:<br>● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>● Apostrophes to mark singular possession in nouns                                                                                | Build on previous units & focus on:<br>● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>● Apostrophes to mark singular possession in nouns<br>● Commas to separate items in a list.                                                              | Build on previous units & focus on:<br>● Use of capital letters, full stops and question marks to demarcate sentences<br>● Apostrophes to mark singular possession in nouns<br>● Commas to separate items in a list                                                           |
| <b>Terminology for Pupils</b>                                                                                                                   |                                                                      |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                               |
| noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma |                                                                      |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                               |