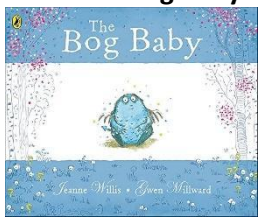
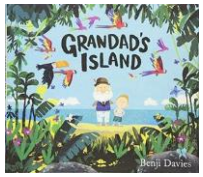
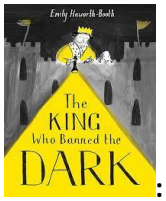
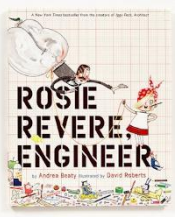
Ready, Respectful, Safe

Writing Overview – Year 2

Cathcart Street Primary School 2024-2025

		Autumn		Spring		Summer	
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Ready, Steady, Write		**Unit A: A River** 	**Unit B: The Night Gardener** 	**Unit C: The Bog Baby** 	**Unit D: Grandad's Island** 	**Unit E: The King who Banned the Dark** 	**Unit F: Rosie Revere** 
Writing Purposes		●Narrative: Circular Narrative ●Purpose: To narrate ●Recount: Letter ●Purpose: To inform	●Narrative: Setting Narrative ●Purpose: To narrate ●Recount: Diary ●Purpose: To recount	●Narrative: Finding Narrative ●Purpose: To narrate ●Instructions: How to build a habitat ●Purpose: To instruct	●Narrative: Return Narrative ●Purpose: To narrate ●Information: Jungle Animals ●Purpose: To inform	●Narrative: Mistake Narrative ●Purpose: To narrate ●Information: How to be a Regal Leader ●Purpose: To inform	●Narrative: Invention Narrative ●Purpose: To narrate ●Explanation: How a machine works ●Purpose: To explain
Grammar	**Word**	Build on previous units & focus on: ●Use of the Suffixes –er & –est in adjectives	Build on previous year & focus on: ●Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: ●Formation of adjectives using suffixes e.g. –ful, –less ●Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: ●Use of the Suffixes –er & –est in adjectives ●Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: ●Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less ●Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: ●Formation of nouns using suffixes e.g. –ness, –er and by compounding ●Use of the Suffixes –er & –est in adjectives ●Use of the suffix –ly to turn

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