



## St Patrick's Catholic Primary School Yearly Writing Overview Year Group: 2



Week	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
	Class Novel:	Class Novel:	Class Novel:	Class Novel:	Class Novel:	Class Novel:
1	Recount	Character Profile	Story Writing	Instructions	Story Writing	Character Profiles
2	Recount	Character Profile	Story Writing	Character Profile	Story Writing	Character Profiles
3	Recount	Character Profile	Story Writing	Character Profile	Story Writing	Character Profiles
4	Poetry	Instructions	Recount of a Real Event	Character Profile	Story Writing	Instructions
5	Poetry	Instructions	Recount of a Real Event	Poetry	Recount of a Real Event	Poetry
6	Recount of a Real Event	Recount	Recount of Real Event	Poetry	Recount of a Real Event	Poetry
7	Recount of a Real Event	Recount				
8	Recount of a Real Event					

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
	Narrative weeks: 8 Non-fiction weeks: 5 Poetry weeks: 2	Narrative weeks: 6 Non-fiction weeks: 4 Poetry weeks: 2	Narrative weeks: 7 Non-narrative weeks: 3 Poetry weeks: 2

Spelling	<p><b>Common Exception Words:</b> the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, me, he, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, have, like, there, because.</p> <p><b>Spelling Patterns:</b> To add 's' or 'es' to make plurals.</p> <p>To add '-ing', '-er', '-ed' to verbs and '-er' and '-est' to adjectives where no change is needed to the root word.</p> <p>To spell words with an /i/ sound at the end as y, e.g. very.</p> <p>To read and spell with the prefix 'un-'.</p>	<p><b>Common Exception Words:</b> door, floor, poor, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, graat, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> <p><b>Spelling Patterns:</b> To add '-es' to nouns that end in 'y' changing the 'y' to an 'i' baby/babies except when words end in 'ey' then only add 's' donkey/donkeys.</p> <p>To spell words ending in: '-le', '-el', '-al', '-il' and '-tion'.</p>	Using dictionaries to spell
Punctuation	Capital Letters, Full Stops, Question Marks, Exclamation Marks	Commas in a list, apostrophes for contraction	Apostrophes for possession

Grammar	<p>To know what a noun, adjective and verb are.</p> <p>To use 'and' as a coordinating conjunction and 'because' as a subordinating conjunction.</p> <p>To use noun phrases to describe and specify.</p> <p>To recognise and use different sentence forms: statement, command, question and exclamation.</p> <p>To know what an imperative verb is.</p>	<p>To know that conjunctions are words that link clauses within a sentence.</p> <p>To use subordinating and coordinating conjunctions to add further detail/link ideas.</p> <ul style="list-style-type: none"> <li>- coordinating: and, but, or, so, etc.</li> <li>- subordinating: because, that, if, when, which, etc.</li> </ul> <p>To know that an adverb/adverbials of time and place give extra meaning to a verb.</p>	<p>To recognise and use present and past tense.</p> <p>To use progressive tense to mark actions in progress.</p>
Handwriting	<p><b>Joining letter ladders:</b> l, i, t, u, j, y</p> <p><b>Joining curly caterpillar letters:</b> c, a, o, d, g, q, e, s, f</p>	<p><b>Joining one-armed robots:</b> r, b, n, h, m, p, k</p> <p><b>Joining zig-zag letters:</b> v, w, x, z</p>	<p>Joining accurately with correct sizing in relation to others letters</p>
Phonics	<p><b>Phase 5:</b> a_e, e_e, i_e, o_e, u_e ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey</p> <p><b>Alternative Graphemes:</b> i, find, o, cold, c, cent, g, giant, u, ow, blow, ie, field, ea, bread, er, a, what, y, very, ch, chef, ou, could</p>	<p><b>Suffixes and Prefixes:</b> -ing, -ed, -er, -est, -ful, -ly, -y, -ment, -ness, -en, less</p> <p><b>Phase 6 sounds?</b> Spellzoo spellings for Y2 begin with phase 6. New English Planning for Y2 says phase 6 should be taught this year e.g. dge for /j/ etc</p>	