



Year 2/3 Writing Curriculum Map Document Autumn Term

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Revise patterns: 'ou' sounding 'u', 'ow', 'oo' (Y2) Revise patterns: 'ei', 'eigh', 'ey'(Y2) Revise patterns: 'ure'(Y2) Revise patterns: 'ow' 'ew'(Y2) <p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> The /r/ sound spelt wr at the beginning of words The /s/ sound spelt c before e, i and y The /ɔ:/ sound spelt a before l and ll Contractions e.g. can't The /aɪ/ sound spelt -y at the end of words e.g. cry, fly, dry Homophones and near-homophones e.g. see/sea, sun/son, there/their, one/won, to/two/too Plurals -s and -es Adding -es to nouns and verbs ending in -y e.g. flies, tries.. The /i:/ sound spelt -ey e.g. key, donkey, monkeys. Including plurals of these words e.g. donkeys <p>Common exception words – split up into focus groups (Y1)</p> <p>Y3 Pupils should be taught to:</p> <ul style="list-style-type: none"> Use prefixes and understand how to add them route words Use suffixes and understand how to add them -ing -ed, -er, -ion, est Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed e.g. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Pupils should learn to spell new words correctly and have plenty of practice in spelling them e.g. keep a spelling log Learn first column of Y3 and Y4 words list (Y3) 	<p>Pupils should be secure:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor. (R) Paper slightly slanted. (Y1) Use spacing between words that reflects the size of the letters (Y1) Hold a pencil comfortably and correctly with a tripod grip (R) Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) Form capital letters correctly (Y1) Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Y2) (Y3) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another and capitals Write capitals and digits of the correct size, orientation and relationship to one another (Y2) Form digits 0-9 of the correct size Write with a joined style as soon as they can form letters securely with the correct orientation (Y2) Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] (Y3) 	<p>Pupils should be secure:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences accurately (Y1) Use capital letters for the personal pronoun I (Y1) Use question marks correctly (Y1) Use exclamation marks correctly (Y1) Learn the possessive apostrophe (singular) (Y2) (Y3) Use apostrophes for possession (Y2)(Y3) Use apostrophes for contraction (Y2)(Y3) Use commas for lists (Y2)(Y3) Use brackets for parentheses (Y2)(Y3) Use inverted commas to demarcate direct speech (Y2)(Y3) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Learn the possessive apostrophe (singular) (Y2) (Y3) Use apostrophes for contraction (Y2) (Y3) Use capital letters for all proper nouns (Y3) Use colons to introduce a list (Y3) Use colons to introduce an example (Y3) 	<p>Pupils should revise:</p> <ul style="list-style-type: none"> Create sentences with different forms: statement, question, exclamation, command (Y1) Use subordinating conjunctions and know the terminology associated with this: because (Y1) <p>Pupils should be secure:</p> <ul style="list-style-type: none"> Use apostrophes for contractions correctly (Y2) Use correct and consistent tense structures when writing e.g. present tense, past tense (Y2) and future tense <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use co-ordinating conjunctions: for, and, but, or, yet, so (Y2) Use expanded noun phrases to describe and specify [for example, the blue butterfly] (Y2) Form nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] (Y2) Use the present and past tenses correctly and consistently including the progressive form (Y2) <p>Make the correct choice and consistent use of present tense and past tense throughout writing</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Y3) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition(Y3) Use conjunctions, adverbs and prepositions to express time and cause(Y3) Use paragraphs to organise in time sequence(Y3)

Blue = new

Green = already seen

Composition	Text Types	Terminology
<p>Y2 Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: • Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense (Y1) and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear (Y1) • Understand the cycle of improvement: say, plan, write, review, edit Read aloud and present work to others (Y1) <p>Y3 Pupils should be secure:</p> <ul style="list-style-type: none"> • Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y2) • Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggesting improvements (Y2) • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2) <p>Y3 Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas in planning format using seven step process • Organising paragraphs around a theme • Use poetry as a vehicle for learning imaginative and figurative language • In mythical stories build plot, characters, paragraphs and integrate dialogue to convey actions • In non-chronological report linked to theme, use simple organisational devices [for example, headings and sub-headings] • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors 	<p>Mythical stories (including re-tellings) Characters / settings Writing narratives about personal experiences and those of others (real and fictional) Writing about real events e.g. recounts Character and setting descriptions</p>	<p>Preposition Conjunction Word family Prefix Clause, subordinate clause Direct speech Consonant / vowel Noun and Noun phrase Statement Question Exclamation Command Compound word Suffix Adjective Adverb Verb tense (past, present) Apostrophe Tense Comma Contraction Full stop Capital letter Consonant / vowel Homophones Plural Pronoun Inverted comma</p>

Year 2/3 Writing Curriculum Map Document Spring Term

Spelling	Handwriting	Punctuation	Grammar
<p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know and use common exception words e.g. would, who, whole, any, many, clothes, busy, people, water (Y1) • Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) • Form nouns using suffixes such as –ness, –er and by compounding e.g. whiteboard, superman • Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs • Contractions e.g. can't • The /n/ sound spelt kn and (less often) gn at the beginning of words e.g. knock, know, knee, gnat, gnaw • The // or /ə/ sound spelt –le at the end of words e.g. table • The // or /ə/ sound spelt –al at the end of words e.g. metal • Know and use words ending in –tion e.g. station, fiction, motion, national, section • Understand homophones and near-homophones e.g. quite, quiet / here/hear • Add –ing, –ed, –er, –est, –al and –y to words of one syllable ending in a single consonant letter after a single vowel letter <p>Add the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Y3 Pupils should be taught to:</p> <ul style="list-style-type: none"> • Learn second column of Y3 and Y4 words list • Formation of nouns using a range of prefixes [for example super-, anti-, auto-] • Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • The /ɪ/ sound spelt y elsewhere than at the end of words e.g. myth, gym, Egypt, pyramid, mystery • The /ʌ/ sound spelt ou e.g. young, touch, double, trouble, country • Irregular tense change e.g. 'ing' to 'ang' in 'sing' to 'sang' • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Use a dictionary regularly • Spell common homophones ai/a_e/ ee/ ea/ st/ ssed • Suffixes beginning with vowel letters • The suffix '-sion' pronounced /ʒən/ • Words with the /s/ sound spelled 'sc' which is Latin in its origin. • Words ending in '-er' when the root word ends in (t)ch. 	<p>Y2 Pupils should revise and be secure:</p> <ul style="list-style-type: none"> • Write with a joined style as soon as they can form letters securely with the correct orientation (Y2) <p>Y2 Pupils should be taught to: Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Y3 Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use joined handwriting throughout their independent writing. • Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. • Handwriting should have increased legibility and letters like y,g and f joined appropriately 	<p>Pupils should be secure:</p> <ul style="list-style-type: none"> • Use capital letters and full stops to demarcate sentences accurately (Y1) • Use capital letters for proper nouns (Y3) • Use capital letters for the personal pronoun I (Y1) • Use apostrophes for possession and contraction (Y2) • Use question marks and exclamation marks correctly (Y1) • Learn the possessive apostrophe (singular) (Y1) • Use commas for lists (Y2) • Use brackets for parentheses (Y2) • Use inverted commas to demarcate direct speech (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use commas alongside inverted commas to correctly punctuate • Use colons to introduce a list • Use colons to introduce an example • Learn the possessive apostrophe (singular) (Y2) 	<p>Pupils should be secure:</p> <ul style="list-style-type: none"> • Use paragraphs to organise in time sequence (Y3) • Use subordination (using if, that, or because) and co-ordination (using or, and, or but) (Y2) <p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify [for example, the blue butterfly] (Y2) • Use the correct choice and consistent use of present tense, past tense and progressive tense throughout writing (Y2) <p>Y3 Pupils should be taught to:</p> <ul style="list-style-type: none"> • Indicate possession by using the possessive apostrophe with plural nouns • Use conjunctions: when, if, although to express time and cause • Use adverbs e.g. then, next, soon, therefore • Use prepositions to express time and cause e.g. before, after, during, in, because of • Use the present perfect form of verbs in contrast to the past tense e.g. she had have/has + past participle e.g. has walked • Use fronted adverbials • Use commas after fronted adverbials

Blue = new

Green = already seen

Composition	Text Types	Terminology
<p>Pupils should be secure:</p> <ul style="list-style-type: none"> • Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y2) • Use poetry as a vehicle for learning imaginative and figurative language (Y3) • Organising paragraphs around a theme (Y3) • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Create an information text where paragraphs are organised around a theme (Y3) • Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Y3) • Proof-read for spelling and punctuation errors (Y3) • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2) <p>Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3) • Discussing and recording ideas (Y3) • Use diary writing to describe and inform • In play-scripts use oral composition to lead to written outcome of writing dialogue for characters 	Play scripts Explanation Newspaper article Poetry Diary Writing	Preposition Conjunction Word family Prefix Clause, subordinate clause Direct speech Consonant / vowel Noun and Noun phrase Statement Question Exclamation Command Compound word Suffix Adjective Adverb Verb tense (past, present) Apostrophe Tense Comma Contraction Full stop Capital letter Consonant / vowel Homophones Plural Pronoun Inverted comma Possession Chronological Non-chronological Report

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Green = already seen

Year 2/3 Writing Curriculum Map Document Summer Term

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should be secure:</p> <ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] (Y3) <p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Know homophones and near-homophones e.g. bare/bear, complete review of all covered (Y2) Know common exception words – complete review of all covered (Y1) Know the suffixes –ment, -ness, -ful, -less, -ly (Y2) Form of adjectives using suffixes such as –ful, -less (Y2) The // or /ə/ sound spelt –el at the end of words e.g. tinsel The /n/ sound spelt o e.g. other, mother, brother, nothing, Monday The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y Know that in other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. Use words ending in –il <p>Add the endings y and e</p> <p>Y3 Pupils should be taught to:</p> <ul style="list-style-type: none"> Learn third and fourth column of Y3 and Y4 words list Learn and use prefixes Like un–, the prefixes dis– and mis– have negative meanings. dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell) The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Learn and use prefixes: super/ sub/ inter/ anti/non/auto/pre/de/re/in/im/imm Use and apply the suffix –ing Homophones and near-homophones e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s (Y2 intro of basic homophones) 	<p>Y2 Pupils should continue to be secure:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor. (R) Paper slightly slanted (Y1) Use spacing between words that reflects the size of the letters (Y1) Hold a pencil comfortably and correctly with a tripod grip (R) Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) Form capital letters correctly (Y1) Form lower case letters of the correct size relative to one another and capitals (Y1) Write capitals and digits of the correct size, orientation and relationship to one another (Y1) Form digits 0-9 of the correct size (Y1) Write with a joined style as soon as they can form letters securely with the correct orientation (Y1) <p>Do all of the above with consistency</p> <p>Y3 Pupils should be secure:</p> <ul style="list-style-type: none"> Use joined handwriting throughout their independent writing (Y3) Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. (Y3) Handwriting should have increased legibility and all letters that are joined are done so appropriately (Y3) 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences accurately (Y1) Use capital letters for proper nouns (Y3) Use capital letters for the personal pronoun I (Y1) Use apostrophes for possession and contraction (Y2) Use question marks and exclamation marks correctly (Y1) Learn the possessive apostrophe (singular) (Y1) Use commas for lists (Y2) Use brackets for parentheses (Y2) Use inverted commas to demarcate direct speech (Y2) Use commas alongside inverted commas to correctly punctuate (Y3) Use colons to introduce a list (Y3) Use colons to introduce an example (Y3) <p>Do all of the above with consistency</p> <p>Pupils should be taught to: Use brackets for parentheses (Y2)</p> <p>Use inverted commas to demarcate speech (correctly formed) (Y2)</p>	<p>Y2 Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use subordinating conjunctions (using or, when, because etc...) (Y2) Use co-ordinating conjunctions (using or, and, or but) (Y2) Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] (Y2) Understand and use sentences with different forms: statement, question, exclamation, command (Y2) <p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Make the correct choice and make consistent use of the present tense, past tense and progressive tense throughout writing <p>Y3 Pupils should be secure:</p> <ul style="list-style-type: none"> Use fronted adverbials with a comma in the correct place (Y3) Use paragraphs to organise in time sequence (Y3) <p>Y3 Pupils should be taught to:</p> <ul style="list-style-type: none"> Use apostrophes for contractions correctly and know the difference between apostrophes for possessives Understand that plurals do not need apostrophes Use opportunities to compare different forms of past tense e.g. progressive and simple Use a range of tenses to show changes in timing and sequence Use imperative verbs to convey urgency Use rhetorical questions to engage the reader

Composition	Text Types	Terminology
<p>Y2 Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about (Y2) Write down ideas and/or key words, including new vocabulary (Y2) Encapsulating what they want to say, sentence by sentence (Y2) Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils (Y2) Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2) Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2) Read aloud what they have written with appropriate intonation to make the meaning clear (Y2) Understand the cycle of improvement: say, plan, write, review, edit (Y2) <p>Read aloud and present work to others (Y2)</p> <p>Y3 Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> Continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. In narrative writing build plot, characters, paragraphs and integrate dialogue to convey actions – create an extended story Write persuasively to entertain and convince your audience Create instructions that have sequenced steps and use organisational devices 	<p>Letters Advertising Speech Poster Narratives about personal experiences Instructions Write about real events</p>	<ul style="list-style-type: none"> Preposition Conjunction Word family Prefix Clause, subordinate clause Imperative verbs Bullet points Sub-headings Noun and Noun phrase Statement Question Exclamation Command Compound word Suffix Adjective Adverb Verb tense (past, present) Apostrophe Comma Contraction Consonant / vowel Homophones