Hyde Park Schools WRITING PROGRESSION MAP YEAR TWO

AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Content: Writing to Entertain Stories with familiar settings and predictable ending about giants. **Core Texts** **Jack and The Beanstalk** **Jim and the Beanstalk** **The Selfish Giant**	**Content: Writing to Entertain** **Core Text: Chocolate Fever-** story with a simple dilemma and a moral	**Content: Writing to Inform (Linked to GFOL unit)** Recounts, including diaries, chronological reports **Poetry Unit (1 week)** Using senses to describe events in GFOL and experiment with alliteration **:**	**Content: Writing to Inform** Instructions, explanations, non-chronological reports	**Content: Writing to Entertain** Stories about creatures from fantasy worlds. **Core Texts:** **Paper Bag Princess** **The Great Dragon Race or LaoLao of Dragon Mountain**	**Content: Writing to Inform** Instructions, postcards, simple leaflets, recounts **Poetry Unit (1 week)** **Key Question** What makes information texts interesting to read?
Focus for the Unit - Understanding how a character feels and why. - Being able to understand & retell a story from a characters viewpoint	**Focus for the Unit** - Exploring a how characters are different in a story. - Exploring how characters actions reflect their personalities.	**Focus for the Unit** - To look at the different ways information can be presented - Be able to record information in a variety of ways.	**Focus for the Unit** - Exploring language used in these non-fiction texts. - Understanding the importance of meaning being clear and easily understood.	**Focus for the Unit** - Exploring how plots and characters are different in stories**.** - Exploring how characters change over the course of a story.	**Focus for the Unit** - Exploring the purpose and audience for different types of texts. - Exploring the structural and language features of these texts
Key Question Why is it important to understand how a character feels in stories?	**Key Question** Why do we need to read information texts?	**Key Question** What did Wilfred learn from what happened and what have you learnt?	**Key Question** Why do we need to make sure that information texts can be understood and how do we do it?	**Key Question** How and why do characters change over time from the beginning to end of a story?	**Key Question** What makes information texts interesting to read?

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KEY SKILLS • To be able to expand simple sentences by stating characters actions and motives or feelings. • To be able to different simple coordinating and subordinating conjunctions to link two ideas in their sentences. • To be able to start a sentence with words other than "then", using a time adverb word bank. • Begin to start sentence with 'where' adverbials. • To be able to use a range of simple adjectives to describe settings, and characters feelings • Use powerful verbs to imply characters feelings. • To begin to be able to write consistently in either 1st or 3rd person or past tense. • To punctuate work correctly and check work to make sure it makes sense.	**KEY SKILLS** • Write sentences with more than one idea which are linked by a range of simple coordinating and subordinating conjunctions. • Use simple time adverbs and adverbials phrases to link ideas between sentence • Use factual descriptive adjectives and simple expanded noun phrases to give more detail. • To be able to write in 1st or third person in the past tense. • To be able to read back to check sentences makes sense and punctuate work correctly. • Use alliteration and more adventurous language to describe their senses when writing their poems. •	**KEY SKILLS** • Expand on simple ideas to state characters motives and feelings using simple coordinating and subordinating conjunctions. • Use some simple time place and manner adverbials to link ideas between sentences. • Use some powerful verbs and adverbs to imply how a character feels • Begin to use a range of simple adjectives and expanded noun phrases to paint a picture for the reader. • Use punctuation correctly including exclamation marks and apostrophes accurately. • Check work for meaning and edit careless spelling and punctuation errors.	**KEY SKILLS** • Write a series of ideas, which are linked using a range of simple adverbs and adverbial phrases. • Use simple coordinating and subordinating conjunctions to link ideas within sentences, to explain how and why. • Use simple factual adjectives and expanded noun phrases to give precise detail. • Use adverbs sometimes in instructions to show how to do something • Write in present and past tense and in second or third person. • Check work for meaning and careless spelling and punctuation errors	**KEY SKILLS** • Expand on simple ideas to state characters motives and feelings using simple coordinating and subordinating conjunctions to link ideas. • Use some simple time place and manner adverbials to link ideas between sentences. • Use some powerful verbs and adverbs to show how a character feels. • Use a range of simple adjectives and expanded noun phrases to paint a picture for the reader. • Use punctuation correctly including exclamation marks and apostrophes accurately • Check work for meaning and careless spelling and punctuation errors.	**KEY SKILLS** • Expand on simple ideas to create longer sentences. • Use a wider range of simple co-ordinating and subordinating conjunctions. • Use a range of simple adverbs and adverbial phrases to link ideas between sentences. • Use a wider range of simple co-ordinating and subordinating conjunctions to link ideas within sentences • Use simple noun phrases and adjectives to add more detail. • Use capital letters and full stops correctly throughout the writing and use question marks and exclamation marks and apostrophes accurately.

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LEARNING OUTCOMES Children will be able to:	LEARNING OUTCOMES Children will be able to:	LEARNING OUTCOMES Children will be able to:	LEARNING OUTCOMES Children will be able to:	LEARNING OUTCOMES Children will be able to:	LEARNING OUTCOMES Children will be able to:
• Identify all the main features of a story: setting, main characters, problem, key events, climax and resolution. • Identify and use simple story language in texts. • Raise questions around a story and make predictions based on what they have read. Use these predictions to write the next part of a story. • Be able to write in role explaining the characters feelings and re-telling the story from a characters point of view. • State the characters motives and feelings as well as their actions • Compare and contrast characters and express a viewpoint about them.	• Identify and compare the plots of different stories, identifying: problem, key events, climax & resolution. • *Making predictions and writing the next episode.* • Express an opinion about a character and in simple terms explain their motives and feelings. • Rewrite stories stating characters motives and feelings. • Write in role, giving characters side of events. • Change aspects of the original story to write a new version: (E.g. change setting and characters or change the problem.) • Identify dialogue in text including use of speech marks and use in their writing. (HA only expected to do this.)	• Identify the different ways information texts can be presented. • Identify some of the structural and language features of non-chronological reports and different types of recounts and annotate simple texts to show the different features. • Understand how diagrams, charts, labels and captions are used in non-fiction texts. • Extract key words and phrases from texts. • Use key words and phrases to create sentences • Apply the structural and language features of texts deconstructed in their writing. • Understand where and when to use apostrophes. In their writing.	• Identify the different ways information texts can be presented. • Identify some of the structural and language features of different information texts*: instructions, explanation, and non-chronological reports.* • Annotate texts to show the different features. • Understand how diagrams, charts, labels and captions are used in non-fiction texts • Use their knowledge about topic sentences to help them decide what each paragraph is about in a piece of information text. • Write a set of instructions applying the features identified in texts examined. • Write simple explanations using simple casual	• Identify the features of fantasy stories and explore the settings, plots and characters and be able to identify characteristics of good and bad characters. • Compare and contrast fantasy stories: settings, characters, plots & resolutions. • Track and explain how and why characters change over the course of a story. • Infer characters motives and feelings from their actions. • Know when and how to use dialogue in their stories. • Write in role as a character, giving their motives and feelings and viewpoints including through a letter. • Write the next part of a story based on their predictions and their understanding of the character.	• Identify the structural and language features of recounts written in second person and postcards and compare and contrast them. • Know what the purpose of a leaflet is and be able to identify some of the structural and language features • Identify the structural and language features of instruction texts • Scan a text to find specific information by reading the title, subheading, topic sentences, looking at the pictures and diagrams. • Use factual language: adjectives and simple expanded nouns to specify and give more detail. • Demonstrate a range of writing skills and their ability to apply the features of a particular text.

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• Change elements of well- known stories to create new pieces of writing. • Understand the features of a letter and know how they are different from a story. • Write a letter which expresses a characters thoughts and feelings to another character in a story. • Apply spelling strategies, and phonic knowledge in their writing. • Use punctuation throughout their work using exclamation and question marks.	• Check their work makes sense and begin to identify and correct simple grammar and punctuation errors with some support	• Know the difference between past and present tense. • Check their work makes sense and begin to identify and correct simple grammar and punctuation errors with some support. **POETRY UNIT** **Children** will be able to: • Identify words and phrases that engage the reader. • Look at how rhyme is used in poetry. • Create their own poem applying techniques identified in poems analysed.	conjunctions: because, since, even though, as • Begin to use some technical language in their writing. • Use commas to separate lists. • Check their work makes sense and begin to identify and correct simple grammar and punctuation errors with some support.	• Recognise some different sentence openers and powerful descriptive vocabulary in texts and use in their own writing. • Write with increasing accuracy when using punctuation including dialogue. (HA only)	**POETRY OUTCOMES**. **Children will be able to:** • Identify words and phrases that create humour, and sound effects in poetry, e.g., tongue-twisters, riddles. • Classify poems into simple types. • Use humorous verse as a structure and write their own by adaptation, or substitution; to invent own riddles, tongue twisters, jokes, nonsense sentences etc.
Independent Writing Task: Children to plan and write their own version of the story Jack and The Beanstalk (Plan done prior to the writing session.)	**Independent Writing Task** Different version of the story	**Independent Writing Task** Diary	**Independent Writing Task** Instructions	**Independent Writing Task** Own fantasy story	**Independent Writing Task** Leaflet with information about going to the seaside.