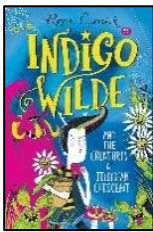
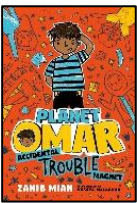


Year 2/3 Writing Curriculum

AUTUMN				SPRING				SUMMER			
  <p>‘The Tunnel’ (a.) - Anthony Browne ‘Where the Wild Things Are’ (b.) - Maurice Sendak</p>		  <p>‘Diary of a Big Bad Wolf’ (a.) - Ben Miller ‘Journey’ (b.) - Aaron Becker</p>		 <p>‘Indigo Wilde’ - Pippa Curnick</p>		  <p>‘Stone Age Boy’ (a) - Satoshi Kitamura ‘The Twits’(b) - Roald Dahl</p>		  <p>‘How to Live Forever’ - Colin Thompson ‘Speak Up!’ - Nathan Byron</p>		 <p>‘Planet Omar: Accidental Trouble Magnet’ - Zanib Mian</p>	
Outcome: (2.5 weeks) - Narrative (a.) (setting description) - Climbing through a tunnel and exploring a new world		Outcome: (2.5 weeks) - Narrative (a.) (character description) - Fairy-tale character from book (e.g. wolf, troll, witch, etc.)		Outcome: (2 weeks) - Narrative (action scene) - Shared write: Escaping tiger in jungle - Independent write: Flood in the house (p.30-37)		Outcome: (2 weeks) - Recount - Recount from prehistory		Outcome: (1.5 weeks) - Narrative (setting description) - Description of a library		Outcome: (2 weeks) - Narrative (dialogue) - Conversation between Omar and parent about starting a new school	
Y2. Key Skills: - Expanded noun phrases - Conjunction (<i>and</i>)	Y3. Key Skills: - Expanded noun phrases - Similes - Conjunctions	Y2. Key Skills: - Homophones (<i>there, their, they're; too, to, two</i>) - Similes	Y3. Key Skills: - Homophones (<i>there, their, they're; too, to, two</i>) - Prepositional phrases	Y2. Key Skills: - ly adverb - subordinating conjunction (because, when, if that)	Y3. Key Skills: - fronted adverbials - subordinating conjunction – identify subordinate clause (although)	Y2. Key Skills: - Contractions (<i>can't couldn't he's don't</i>) - Suffixes (e.g. <i>ful/ness</i> – <i>spiteful, ugliness, etc.</i>)	Y3. Key Skills: - Contractions (<i>won't shan't you're they're</i>) - Prefixes (<i>un/mis/dis</i>) - <i>unkind, misguided, disgusting, etc.</i>)	Y2. Key Skills: - Prepositional phrases	Y3. Key Skills: - Prepositional openers (with comma)	Y2. Key Skills: - Adjectives for effect - Regular/irregular past tense verbs	Y3. Key Skills: - Expanded noun phrases (using ‘and’) - Past progressive tense verbs - Adverbs
CEWs: climb, floor, many, old, she/he, there, was/were, water	CEWs: beautiful, behind, climb, heard, imagine, strange, strength, surprise	CEWs: clothes, eye/s, great, has, naughty, old, she/he, wild	CEWs: both, clothes, eye/s, great, laugh, material, naughty, strange	CEWs: because, behind, break, called, floor, great, parents, water	CEWs: appear, behind, floor, heard, strange, strength, surprise, water	CEWs: different, eye, find, naughty, only, prove, sure, thought	CEWs: different, early, guard, imagine, learn, promise, strange, thought	CEWs: beautiful, behind, could, even, every, gold, many, whole	CEWs: beautiful, behind, believe, even, every, length, special, strange	CEWs: because, children, class, different, everybody, friend, laugh, school	CEWs: children, different, everybody, laugh, learn, promise, strange, thought
Outcome: (2.5 weeks) - Recount (b.) - Max's day (from home to island and back again)		Outcome: (2.5 weeks) - Instructions (a.) - Making gingerbread		Outcome: - Non-chronological report - Create a class monster (using AI) with an associated non-chronological report (e.g. appearance, diet, behaviour, etc.)		Outcome: (1.5 weeks) - Narrative (character description) - Description of Mr/Mrs Twit (i.e. appearance & personality/behaviour)		Outcome: (2 weeks) - Formal letter (to persuade) - <i>Either to the council for more opening hours at local library or to Mr Wilson for updating/upgrading school libraries</i>		Outcome: (3 weeks) - Narrative (story) - Defeating a bully story (i.e. Omar in the playground with Daniel; teacher intervenes...)	
Y2. Key Skills: - Regular past tense verbs (-ed endings) - Time adverbials (first, next)	Y3. Key Skills: - Irregular past tense verbs - Time adverbials (early in the morning)	Y2. Key Skills: - Commas in a list - Imperative verbs	Y3. Key Skills: - Imperative verbs <u>with</u> adverbs - a/an	Y2. Key Skills: - Present tense verbs - Quantifiers (e.g. <i>most, many, some, all</i>)	Y3. Key Skills: - Present tense verbs - Quantifiers & Generalisers (e.g. <i>always, often, sometimes, usually</i>)	Y2. Key Skills: - Possessive apostrophe (<i>singular</i>)	Y3. Key Skills: - Possessive apostrophe (<i>singular and plural</i>)	Y2. Key Skills: - Personal pronouns (<i>I, my, me, we, they, us, them, you</i>)	Y3. Key Skills: - Personal pronouns (<i>I, my, me, we, they, us, them, you</i>)	Y2. Key Skills: - Adjectives for effect - Regular past tense verbs	Y3. Key Skills: - Expanded noun phrases (using ‘and’) - Irregular past tense verbs - Adverbs
CEWs: different, laugh, many, naughty, old, there, was/were, wild	CEWs: climb, different, friend, group, heard, naughty, strange, wild	CEWs: after, break, different, hour, one, out, two, whole	CEWs: again, break, children, important, minute/s, quarter, should, sure	CEWs: different, find, many, most, move, natural, their, wild	CEWs: different, group, natural, often, popular, special, strange, strength	CEWs: clothes, many, naughty, old, their, two, un/kind, wild	CEWs: breath, clothes, heart, naughty, special, strange, un/natural, woman	CEWs: because, could, money, most, parents, school, should, would	CEWs: believe, difficult, imagine, important, learn, money, parents, popular	CEWs: asked, because, behind, called, children, everybody, most, only	CEWs: appear, behind, continue, difficult, everybody, promise, strength, thought
Outcome: (2 weeks) - Poetry Diamanté Poetry - Max/monsters <u>or</u> two characters from traditional tale, e.g. troll and witch		Outcome: (3 weeks) - Narrative (b.) (retell of a story) - Using key images to write the story of ‘The Journey’				Outcome: (2 weeks) - Narrative (Action Scene) - Twits playing tricks on each other					
Y2. Key Skills: - Recap word class (<i>noun, verb, adjective</i>)	Y3. Key Skills: - Recap word class (<i>noun, verb, adjective</i>)	Y2. Key Skills: - Coordinating conjunctions (and, but, or, so, yet)	Y3. Key Skills: - Identifying coordinating conjunctions and main clauses			Y2. Key Skills: - Sentence construction (-ing and -ly openers)	Y3. Key Skills: - Inverted commas (<u>with</u> correct punctuation - S.A.S.				
		CEWs:	CEWs:			CEWs:	CEWs:				

		after, beautiful, behind, gold, she/he, there, they, was/were	appear, beautiful, caught, climb, guard, special, surprise, through			because, children, climb, different, every, house, thought, water	build, different, enough, every, important, promise, remember, thought				
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