	WRITING OVERVIEW 2021 - 2022			Autumn					Spring					Summer				
		F	NF	Ρ	F	NF	F	NF	Ρ	F	NF	F	NF	Ρ	F			
	Year 2	The Owl Who Was Afraid of the Dark (Adventure)	All About Owls (Non- Chronological Report)	What is Autumn? (List Poem)	My Christmas Star (Story)	Meerkat Christmas (Postcard)	The Crow's Tale (Fable)	Plants (Information Text)	If I Were in Charge of the World (Free Verse)	Stardust (Story)	How to Make a Bird Feeder Unstructions	Little Red Reading Hood (Traditional Tale with a twist)	The Day the Crayon's Quit (Persuasive Letter)	Desk Diddler (Humorous Poem)	George and the Dragon (Legend)			
	Pupils should be taught to ask relevant questions to extend their understanding and knowledge	<ul> <li>✓</li> </ul>	✓	~	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			
	Pupils should be taught to use relevant strategies to build their vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Pupils should be taught to articulate and justify answers, arguments and opinions	✓			✓	✓	✓			✓	✓	✓	✓		✓			
	Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	~	✓		~	~	~	~		~	~	✓	~		✓			
GUAGE	Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	~	✓		~	~	~	~		~	~	✓	~		~			
SPOKEN LANGUAGE	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	~	✓	~	~	~	~	~	~	~	~	✓	~	~	✓			
POKEN	Pupils should be taught to speak audibly and fluently with an increasing command of Standard English	~	✓	✓	✓	~	~	~	~	~	✓	✓	✓	✓	✓			
S	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates	~		~	~		~		~	~		✓		~	✓			
	Pupils should be taught to gain, maintain and monitor the interest of the listener(s)	~		~	✓		~		~	~		✓		✓	✓			
	Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others	~	~		~	~	~	~		~	~	~	~		~			
	Pupils should be taught to select and use appropriate registers for effective communication	~		~	~		~		~	~		✓		✓	✓			
	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional)	~			~		~			~		✓			~			
	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.		~			~		~			~		~					
	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing poetry.			~					~					~				
COMPOSITION	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.	~	~	~	~	~	~	~	~	~	~	✓	~	~	~			
NOITI	Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	~	✓	~	~	~	~	~	~	~	~	✓	~	~	~			
COMPOSITION	Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.	~	~	~	~	~	~	~	~	~	~	✓	~	~	✓			
	Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.	~	~		✓	~	~	~		~	~	✓	~		✓			
WRITING	Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	~	✓	~	~	~	~	~	~	~	~	✓	~	~	✓			
	Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	~	~	~	~	~	~	~	~	~	~	~	~	~	~			
	Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	~	~	~	~	~	~	~	~	~	~	~	~	~	~			
	Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.	~	✓	✓	✓	✓	✓	~	✓	✓	~	✓	~	~	✓			
	Formation of nouns using suffixes such as – ness, –er and by compounding [for example, whiteboard, superman]				~										✓			
WORD	Formation of adjectives using suffixes such as – ful, –less							~					~					
5	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs				~					~	~							
E	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	~	✓			~		~		~	~		~		✓			
SENTENC	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓			
SE	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓			
¥	Correct choice and consistent use of present tense and past tense throughout writing	~	✓	~	✓		~	~		~		✓	~	~	✓			
TEXT	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	~			~	~		~						~	~			
Z	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	~	✓	~	~	~	~	~		~	~	✓	~		~			
TUATION	Commas to separate items in a list		✓			✓	✓	✓	✓									
PUNCT	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's							✓				✓		$\left  \right $				