

YEAR 2 THE WRITE STUFF CURRICULUM MAP

Year 2 2024-2025		Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II	
		'If I were in charge of the world' Judith Viorst 	'Little Red Reading Hood' Lucy Rowland 	'The Great Fire of London' Emma Adams 	'George and the Dragon' Chris Wormwell 	'Plants' DK 	'Malala's magic Pencil' Malala Yousafzai 	
Genre / Text type		Free verse	Traditional tale with a twist	Diary	Legend	Information text	Biography	
Theme / Topic		Be the change	Books! Books!	Fire of London	British Values	Grow your own	Significant People	
Cross-curricular links		PSHE	Drama	History	Citizenship	Science	RE	
National curriculum Statutory Requirements	Spoken language	Ask relevant questions to extend understanding and knowledge.	✓	✓	✓	✓	✓	
		Use relevant strategies to build vocabulary.	✓	✓	✓	✓	✓	
		Articulate and justify answers, arguments and opinions.		✓		✓		✓
		Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.		✓	✓	✓	✓	✓
		Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.		✓	✓	✓	✓	✓
		Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓
		Speak audibly and fluently with an increasing command of Standard English.	✓	✓	✓	✓	✓	✓
		Participate in discussions, presentations, performances, role play, improvisations and debates.	✓	✓		✓		✓
		Gain, maintain and monitor the interest of the listener(s).	✓	✓		✓		✓
		Consider and evaluate different viewpoints, attending to and building on the contributions of others.		✓	✓	✓	✓	✓
	Select and use appropriate registers for effective communication.	✓	✓		✓		✓	
	Writing Composition	Develop positive attitudes towards and stamina for writing, by writing narratives about personal experiences and those of others (real and fictional).		✓		✓		✓
		Develop positive attitudes towards and stamina for writing by writing about real events.			✓		✓	✓
		Develop positive attitudes towards and stamina for writing, by writing poetry.	✓					
		Develop positive attitudes towards and stamina for writing by writing for different purposes.	✓	✓	✓	✓	✓	✓
		Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	✓	✓	✓	✓	✓	✓
Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.		✓	✓	✓	✓	✓	✓	
Consider what they are going to write before beginning by encapsulating			✓	✓	✓	✓	✓	

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	what they want to say, sentence by sentence.						
	Make simple additions, revisions and corrections to writing by evaluating their writing with the teacher and other pupils.	✓	✓	✓	✓	✓	✓
	Make simple additions, revisions and corrections to writing by re-reading to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	✓	✓	✓	✓	✓	✓
	Make simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation.	✓	✓	✓	✓	✓	✓
	Read aloud what they have written with appropriate intonation to make the meaning clear.	✓	✓	✓	✓	✓	✓
Word	Form nouns using suffixes such as –ness, –er and by compounding.				✓		
	Form adjectives using suffixes such as –ful, –less					✓	
	Use suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.			✓			
Sentence	Use subordination and co-ordination.			✓	✓	✓	✓
	Expand noun phrases for description and specification.		✓	✓	✓	✓	✓
	Demonstrate how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.		✓	✓	✓	✓	✓
Text	Ensure correct choice and consistent use of present tense and past tense throughout writing.		✓	✓	✓	✓	
	Use the progressive form of verbs in the present and past tense to mark actions in progress.			✓	✓	✓	
Punctuation	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.		✓	✓	✓	✓	✓
	Use commas to separate items in a list.	✓		✓		✓	✓
	Include apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.		✓	✓		✓	✓