**CURRICULUM OVERVIEW 2025.26**

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| **YR 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **To write a character description****To write instructions****To plan and write a non-chronological report****To plan and write own version narrative** | **To write a character description** **To write a setting description****To create a new character****To create a storyboard****To retell a familiar story, edit and review** | **To write a character description** **To write a setting description****To write a wanted poster****To plan/write a newspaper report****To understand and use rhyme** | **To compare and contrast stories and characters****To write a diary entry in character****To engage in role play****To write own version narrative****To write an acrostic poem** | **To write speech bubbles****To write instructions****To create own character****To plan and adventure story****To write an adventure story****To write a book review** | **To write setting descriptions****To write postcards****To plan and write a non chronological report****To plan and write a letter** |
| **Key new knowledge** | To check sentences make senseTo start sentences with a capital letterTo end sentences with appropriate punctuationTo use adjectives to write a character descriptionTo plan ideas for writingTo understand writing for different purposesTo identify and use the features of instructional textTo use simple noun phrasesTo understand and use the features on a non-chronological report.To organise main ideas into groups.To create a basic plan of ideas for writing.To gather subject specific vocabulary.To write in the appropriate tenseTo include a brief introduction and conclusionTo use topic specific vocabulary.To understand the structure of a narrative.To plan out ideas for writing.To collect vocabulary for writing.To use plan to support writing of own narrativeTo use subject/verb sentences.To use simple connectives such as but, then, and, so. To write own version narrative | To check sentences make senseTo start sentences with a capital letterTo end sentences with appropriate punctuationTo use adjectives to write a character descriptionTo check sentences make senseTo start sentences with a capital letterTo end sentences with appropriate punctuationTo use a variety of of vocabulary to add interestTo use spelling rules to spell words correctlyTo write in the correct tenseTo use expanded noun phrasesTo use a simple 6/8 box story board to plan out own story with new character.To use speech and thought bubblesTo use punctuation at the end of a sentenceTo use story board to support writing of own narrativeTo use subject/verb sentences.To use simple connectives such as but, then, and, so. To write own version narrativeTo read own writing to an adultTo check through writing carefully To make improvements to own writing (capital letters, punctuation, vocabulary choices) | To check sentences make senseTo start sentences with a capital letterTo end sentences with appropriate punctuationTo use a variety of of vocabulary to add interestTo understand the format and purpose of a wanted posterTo use a range of openers for beginning sentencesTo use expanded noun phrasesTo use setting and character descriptions to inform writingTo understand and discuss the features of a newspaper reportTo know which tense to use when writing a report.To begin to use modal verbs e.g. could, should.To use conjunctions to extend sentencesTo use capital letters for the names of people, places, days and months.To organise writing into paragraphsTo identify rhyme in a range of poems and stories To begin to use rhyming coupletsTo form letters correctlyTo read writing aloud to others and talk about it | To discuss alternative versionsTo identify key differences between e.g. character and setting.To identify key features of alternative story.To express own preference of textsTo understand the features of a diary entry.To organise ideas in chronological order.To write in the past tense.To use simple adverbs.To use puppets to act out the storyTo become familiar with traditional talesTo recognise and join in with predictable phrasesTo plan out ideas for writing using a format such as a story mapTo collect vocabulary for writingTo use knowledge collected from know stories to support own writingTo understand writing for different purposesTo write own version narrativeTo use expanded noun phrasesTo use conjunctions to extend sentences.To understand the format of an acrostic poemTo talk about ideas for poem.To create word bank linked to acrostic theme wordTo write own acrostic poem | To talk about the characters in a story To make inferences based on what is being said and doneTo ask and answer questionsTo write in the first personTo use imperative verbs to begin sentencesTo use simple adverbs such as slowly, carefully etc.To write in sequenced stepsTo use commas in a listTo read writing to check it makes senseTo use expanded noun phrasesTo use possessive apostrophesTo use different forms of sentences To check work carefull and make improvementsTo discuss and clarify the mearnings of wordsTo plan own ideas for writingTo spell Year 2 words mainly correctlyTo use capital letters correctlyTo mark the end of a sentence with appropriate punctuationTo check for errors in spelling, grammar and punctuationTo summarise a textTo make recommendations of a textTo spell common exception words correctlyTo use capital letters correctly | To use expanded noun phrasesTo use a range of sentence openersTo spell Year 2 words correctlyTo form letters correctlyTo use expanded noun phrases from setting descriptionTo understand and use features of a postcardTo write in the first personTo use apostrophes for contractionsTo identify and discuss the features of a non-chronological reportTo plan ideas for own writingTo collect vocabulary for writingTo include a brief introduction and conclusionTo write in the appropriate tenseTo use some modal verbsTo use some conjunctions to join ideasTo use simple adverbsTo organise main ideas into groupsTo understand and use the features of a letterTo use simple adverbsTo write in the first personTo write in the past tenseTo use time related words to show sequencingTo use adverbs |
| **Assessments** | Formative assessment;Outcome of writing to inform future teaching and learningEvidence of prior learning included in final writing.Low stakes quizzesQuestioning | Formative assessment;Outcome of writing to inform future teaching and learningEvidence of prior learning included in final writing.Low stakes quizzesQuestioning | Formative assessment;Outcome of writing to inform future teaching and learningEvidence of prior learning included in final writing.Low stakes quizzesQuestioning | Formative assessment;Outcome of writing to inform future teaching and learningEvidence of prior learning included in final writing.Low stakes quizzesQuestioning | Formative assessment;Outcome of writing to inform future teaching and learningEvidence of prior learning included in final writing.Low stakes quizzesQuestioning | Formative assessment;Outcome of writing to inform future teaching and learningEvidence of prior learning included in final writing.Low stakes quizzesQuestioning |