



## 2025-2026 Year 2 Sequence of Learning - Writing

<u>Year 2</u> <u>Topics</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Journeys	Reduce, Reuse, Recycle	The Great Fire of London	Nepal	Habitats	The seaside past and present
Proposed overview  Fiction  Non-Fiction  Poetry	Text: The Lonely Beast  Focus: Character description Writing an alternative end to the story.	Text: 10 ways I can save the world  Focus: Information writing	Text The Great Fire of London  Focus: Diary writing Recount of Class trip  Fire poems: Alliteration	Text: Jack and Betty and the Yak and Yeti  Focus: Setting description. Writing the beginning of the story.	Text Moths  Focus: Leaflet Explanation text.  Insect poems: Similes	Text Dolphin Boy  Focus: Descriptive writing Characters and setting Writing own version of the story.  Seaside poetry: rhyme
Composition: Text Structure	I can understand there are 5 parts to a story Opening Build Up Problem Resolution Ending. Focus – Character	I can identify and use the features of a non-fiction text (heading, subheading, introduction, picture, caption).  I can write a paragraph of information about the same subject  I can explain the features/differences of instructions,	I can write a paragraph of information about the same subject.  I can use the features of a non-fiction text (heading, subheading, introduction, picture, caption).  I can write a recount  I can write in the first person.	I can write a sequenced story Opening, Build Up, Problem, Resolution, Ending – Focus - Setting  I can understand the vocabulary of – statement, command, question, exclamation.  I can use a variety of place openers: In a dark forest. On the moon.	I can write a paragraph of information about the same subject.  I can use the features of a non-fiction text (heading, subheading, introduction, picture, caption).  I can proofread and make simple additions to my writing to improve it e.g adding	I can write a sequenced short story with a opening, build up, problem, resolution and ending.  I can write a poem including rhyme.



		<p>information texts, recounts.</p> <p>I can correct mistakes when pointed out by an adult and improve my writing.</p>	<p>I can use a variety of time openers e.g. eventually, meanwhile, at midnight, in the morning</p> <p>I can proofread my work and correct mistakes in sense, spelling and punctuation</p> <p>I can use time openers for order e.g. first next then after that.</p> <p>I can write a poem including alliteration.</p>	<p>I can proofread my work and correct mistakes in sense, spelling and punctuation</p>	<p>an exciting adjective before a noun.</p> <p>I can write a poem including similes.</p>	
Vocabulary, Punctuation and Grammar	<p>I can demarcate a sentence with a capital letter and a full stop.</p> <p>I can use commas in a list.</p> <p>I can use expanded noun phrases to describe eg the red, shiny apple</p> <p>I can use coordination – 'and'</p> <p>I can understand the vocabulary of –</p>	<p>I can use past tense in my writing</p> <p>I can demarcate a question sentence with a capital letter and a question mark.</p> <p>I can use coordination – and, or, but</p> <p>I can understand the vocabulary of – past and present tense</p>	<p>I can write a variety of sentences Statements Questions Exclamations Commands.</p> <p>I can use the progressive form of verbs for present and past tense – she is drumming, he was shouting</p> <p>I can use contractions in the correct context in my writing</p>	<p>I can proofread and correct my own punctuation mistakes.</p> <p>I can consistently use apostrophes for contraction</p> <p>I can use subordination – because when, if, that, or</p> <p>I can consistently use expanded noun phrases to describe.</p>	<p>I can use an apostrophe for possession (singular).</p> <p>I can use a variety of sentence types in my writing.</p> <p>I can consistently use subordination – because when, if, that, or</p>	<p>I can consistently use a comma after an –ly opener e.g. Fortunately,</p> <p>I can use a range of coordination and subordination</p>



	noun, noun phrase, expanded noun phrase, adjective, comma		I can use alliteration to hook a reader  I can consistently write in the first person using: I we	I can use a sentence of 3 for description.		
<p>Transcription: Phonics and Spelling</p> <p><i>Please refer to the Phonics Progression of skills</i></p>	<p>I can spell all words from the year 1 common exception list. I can spell all words from the Year 1 high frequency words list.</p> <p>I can use common exception word mats and sound mats to support and correct my spelling</p> <p>I can use year 1 prefix and suffix rules – ing, ed, s, es</p> <p>Phonics Depending on Sep assessment we would expect:</p> <p>Revisit Choose to Use Gps 4-6 (writing focus) for 3 weeks Revisit Y1 Switch it Mitch lessons</p>	<p>I can spell some Year 2 common exception words.</p> <p>I can use a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills.- phonics</p> <p>I can begin to use prefix and suffix rules in my writing (ed, ing, s, es, er, est, ly, ful, and ness, less, ment ).</p> <p>Phonics</p> <p>Phase 6: Suze's Super Spelling Rules Group 1: plural -es, change y to i Group 2: adding -ing to root word ending in y Group 3 adding the -ed to root word ending in y Group 4: adding the -er</p>	<p>I can spell some Year 2 common exception words</p> <p>I can use prefix and suffix rules in my writing (ed, ing, s, es, er, est, ly, ful, and ness, less, ment, )</p> <p>I can spell contractions correctly: Can't Hasn't Didn't It's I'll Couldn't Phonics</p> <p>Recap of Groups 1-10 as needed.</p> <p>Group 11: double the consonant when adding -ed suffix to words of one syllable Group 12: double the</p>	<p>I can most most Year 2 common exception words</p> <p>Phonics</p> <p>Phase 6: Suze's Super Spelling Rule Group 16: adding the -less suffix Group 17: adding the -ness suffix Group 18: adding the -ment suffix Group 19: adding the -ful</p>	<p>I can spell all Year 2 common exception words</p> <p>I can use apostrophes for possession e.g. Sarah's hat I can understand the rule for possession when the subject ends in a 's' e.g. Jess'</p> <p>Phonics</p> <p>Groups 21: choose to use el/le/al/il Groups 22: more choose to use Group 23: /tion/ Group 24: contractions Group 25: possessive apostrophes</p>	<p>I can spell all Year 2 common exception words</p> <p>I can use a range of prefix and suffix rules in my writing (ed, ing, s, es, er, est, ly, ful, and ness, less, ment, tion).</p> <p>Phonics</p> <p>Recap Y2 spelling rules as needed.</p>



	(reading and writing focus one lesson per session) for 4 weeks	to root word ending in y Group 5: adding the -est to root word ending in y Group 6: dropping e from root word when adding -ed suffix Group 7: dropping e from root word when adding -ing suffix Group 8: dropping e from root words when adding -y suffix Group 9: dropping e from root words when adding -er suffix Group 10: dropping e from root words when adding -est suffix	consonant when adding -ing suffix to words of one syllable Group 13: double the consonant when adding -y suffix to words of one syllable. Group 14: double the consonant when adding -er suffix to words of one syllable Group 15: double the consonant when adding -est suffix to words of one syllable  Recap of Groups 11-15 as needed.	suffix Group 20: adding the -ly suffix  Recap Groups 16-20 as needed.	Group 26: contractions  Recap Gps 24-26 Spelling rules	
Dictation CE words Focus	Recap Common exception words Year 1  Group 19 fast, last, past, after, father, both, path, class, grass, glass	Group 20 every, everybody, everyone, prove, improve, even, whole, steak, great, pretty, beautiful	Group 16 does, goes, tall, call, small, laughed, why, above, live, please	Group 17 water, because, break, work, who, any, many, move, eye	Group 18 only, over, both, most, old, hold, told, gold, door, floor, poor	Group 21 hour, clothes, busy, half, again, money, parents, Christmas, eye, sure, sugar
Transcription: Handwriting	I can form letters in the long ladder letters family correctly: i, l, t, u, j and y.  I can form letters in the one-armed robot letters family correctly :m, n, h .		I can form letters in the one-armed robot letters family correctly : k, b, p and r  I can form the curly caterpillar family c, a, d, e, s and g.		I can form the curly caterpillar family: f, q and o.  I can form the zigzag monster family: z,v,w and x	