

## Year 2 Coverage of Writing Skills 20-21

Assessed piece =			
	Persuade	Inform	Entertain
Autumn 1	<u>Advertisement Poster</u> To persuade customers to buy a healthy sandwich	<u>Non- chronological report</u> Materials and their uses	<u>The Three Billy Goat's Gruff Character Description</u> Reinvention and description of the troll
New writing skill	<ul style="list-style-type: none"> <li>To understand the purpose of the text is to <b>persuade</b></li> <li>Persuasive sentence starters- Everyone knows that.. It is clear that.. There is no doubt that...</li> <li>Persuasive language - important, essential, without a doubt</li> <li>Conclusions - As a result</li> <li>Opinions backed up with evidence</li> </ul>	<ul style="list-style-type: none"> <li>To understand the purpose of the text is to <b>inform</b> the reader</li> <li>Making notes from non-fiction books identifying keywords/new vocabulary - technical vocabulary</li> <li>Create text map with ideas organised under a heading</li> <li>Orally rehearsing a new sentence before writing it down and checking for sense.</li> <li>More accurate use of capital letters and full stops</li> <li>Generalisers - some, most many all</li> <li>Present tense</li> <li>Select, generate and effectively use nouns.</li> <li>Precise adjectives to describe nouns</li> <li>Proof reading to check for accuracy with capital letters and full stops</li> <li>Accuracy using question marks/asking a question and answering it.</li> <li>Conjunctions - and but so because</li> </ul>	<ul style="list-style-type: none"> <li>To understand the purpose of the text is to <b>entertain</b> the reader</li> <li>Story language - once there was, past tense verbs had, was, walked</li> <li>Conjunctions and, because</li> <li>Sentence types - statement, exclamation &amp; question using surprisingly and did you know... To become aware of where to place capital letters full stops, question marks and exclamations used</li> <li>Adjectives to describe</li> </ul>
Autumn 2	<u>Leaflet</u> Why is the island a good place to go on holiday?	<u>Recount</u> A holiday postcard from the Isle of Struay	<u>Setting description</u> To describe Katie Morag's Isle of Struay
New writing skill	<ul style="list-style-type: none"> <li>Using suffixes in their writing to persuade - delightful, harmful, beautiful</li> <li>Using er and est in adjectives- coldest,</li> </ul>	<ul style="list-style-type: none"> <li>Letter starts and ends</li> <li>Using an exclamation mark for impact</li> <li>Use of proper nouns for names and places with capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrase with a comma</li> <li>Ambitious vocabulary choices</li> <li>Past tense</li> </ul>

	windiest, largest to create impact		<ul style="list-style-type: none"> <li>• Proof reading and making additions/evaluating</li> <li>• Precise verb choices- strolled, not walked</li> </ul>
Spring 1	<u>Poster</u> To describe how to look after our ocean	<u>Non-Chronological Report</u> Sharks	<u>Traditional Tale 5-part story</u> Reinvent Jack and The Beanstalk
New writing skill	<ul style="list-style-type: none"> <li>• Turn adjectives into adverbs- safely happily</li> <li>• Progressive form of present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Using all 4 sentence types in their writing</li> <li>• Chunking similar facts together to create coherence</li> <li>• Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>• Story mountain</li> <li>• Story language- all of a sudden, at once, without warning</li> <li>• Conjunctions - when, if that</li> <li>• Similes</li> <li>• Alliteration</li> <li>• Checking for coherence</li> </ul>
Spring 2	<u>Meerkat Mail</u> Write a letter to Sunny to persuade him that the desert is the best home for him and why	<u>Recount</u> Biography/Diary Entry of a significant person from history	<u>Poetry - The Sound Collector</u>
New writing skill	<ul style="list-style-type: none"> <li>• Apostrophe for possession</li> <li>• More complex sentence structures drawing on own reading</li> <li>• Proof read to check for correct tense/spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction answers who when where why what questions</li> <li>• Exclamation sentences starting with how and what</li> <li>• Conjunction- although however</li> <li>• Sequence events and elaborate with detail</li> <li>• Apostrophe for contraction - don't</li> </ul>	<ul style="list-style-type: none"> <li>• Similes</li> <li>• Rhyming patterns</li> <li>• Onomatopoeia</li> <li>• Precise verbs</li> <li>• Exploring rhythm</li> <li>• Orally rehearsing poetry</li> <li>• Perform the poem</li> </ul>
Summer 1 SATs writing	<u>Book review</u> Bad Tempered Ladybird	<u>Explanation text</u> <ul style="list-style-type: none"> <li>• How a caterpillar changes into a butterfly.</li> <li>• How to grow a bean</li> </ul>	<u>Stories in a Familiar Setting 5-part story</u>
Summer 2 SATs writing	<u>Discussion/Argument</u> Was is better to be a child in the past or now?	<u>Instructions</u> How to make a playground toy	<u>Poetry</u> Happy poems - read and write poems about pets, treasures and magic pebbles.

<b><i>New writing skill</i></b>		<ul style="list-style-type: none"><li data-bbox="710 145 1061 291">• <i>To understand it is a step by step, sequenced guide about how to do something.</i></li></ul>	