

I am a clever writer.



End of September







January

Keeping things simple and doing them well.

I am a Clever Writer is a skills-based approach to teaching writing.

HARBORNE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 2

Spring 1

Spring 1						
Science-Plants			Geography-Rainforests			
Text and Genre	Retell-The Secret Sky Garden 	Diary Entry- Bloom 	Retell- The Way Home for Wolf 	Retell- Greta and the Giants 	Setting Description of <u>Rainforest</u> – Habitats of the World DK 	List Poem- Rainforest 
Year 2 Genre Progression	May use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'if') and includes a rhetorical question Informal language (contractions)	May use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	May use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Describe using the senses – what the character can see, hear, smell, touch and how they feel Identify where – using prepositions Similes Expanded Noun Phrase Range of openers (Far away, In the distance) Past tense If the setting writing is part of a story, rhetorical questions relating to the characters may be asked.	A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.
Handwriting- Start using some of the horizontal strokes to join letters.						
Year 2 Grammar and Punctuation	Use the conjunctions 'because' , 'that' and 'and' in fiction writing.	I can use an apostrophe to show contraction in my written work.	Use an expanded noun phrase (noun phrase) using one or more adjectives.	Consolidation of previously taught skills.	Use commas in a list (to list nouns in a sentence).	(Could have -ing suffix focus.)

Writing spine created linked to topics in school.

Picture books used across the whole school to ensure low cognitive load.

How do we teach writing.

Skills lessons

Children learn the new skill and practice in the context of the book.

Embed lessons

Children embed the new skill / skills with previous skills.

Star write

Children have the opportunity to write at length applying the skill they have learnt alongside previous skills.

I do, we do, you do.

Star words

Vocabulary knowledge is widely considered the greatest indicator of academic and occupational achievement.

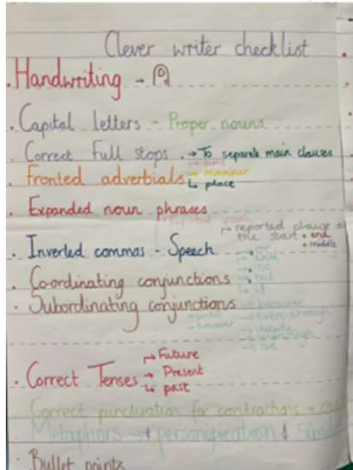
“Vocabulary is built through robust, purposeful explicit Instruction”. DFE The Writing Framework, July 2025



Wagoll – What a good one looks like.

Checklists – these are all the skills displayed taught so far. These are displayed on the working walls.

Working Walls – this has all the tools which a child might need to help them write their piece.



What is age related expectation?

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
 - write about real events, recording these simply and clearly
 - demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
 - use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
 - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spell many common exception words*
 - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
 - use spacing between words that reflects the size of the letters.
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L.O: I can retell the story of 'Brer Rabbit'.

HARRINGHAM PRIMARY SCHOOL		STAR WRITE		★	
I am a CLEVER WRITER because I can use:					
Capital letters	Aa	✓✓	Finger spaces	✓✓	
Full stops	.	✓✓	Different sentence starters for time (First, then, next, finally)	✓	
Use 'and' in my sentence		✓	Letters on the line	✓	
Use a range of openers (He, She, They, It, The)		✓			




He She They The It



✓ Once upon a time there was a rabbit hopping along a path. ✓
✓ Her name was Brer. ✓ She loved playing tricks. ✓ She was looking for some water. ✓ Then she found a well and fell in. ✓ After that Brer fox came along and saw rabbit. ✓
✓ Brer Rabbit tricked him that there was fish. ✓ Fox jumped in to the bucket. ✓ He got trapped and rabbit escaped. ✓

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- What is greater depth?
 - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
 - make simple additions, revisions and proof-reading corrections to their own writing use the punctuation taught at key stage 1 mostly correctly
 - spell most common exception words* add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
 - use the diagonal and horizontal strokes needed to join some letters.
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LO 1 can retell the story of the Great Fire of London

STAR WRITE	
I am a CLEVER WRITER because I can use:	
Capital letters 	Finger spaces 
Full stops 	Different sentence starters for time First Then Next After that Finally
Use 'and' in my sentence	Letters on the line
Other openers He She They It The	Exciting openers ! Suddenly Unexpectedly All of a sudden Quick as a flash



Once upon a time in London the when the great fire of London bigend there was a nasty rat called Baxton and a tiny fly called Vlat they found a nice cosy warm bakery but the fire wasn't put out. Unexpect a spark jumped out of smoking and start the great fire of London. All of a sudden Baxton quigle rail and escape through the fire. The fire spread and spread but mederwail Vlat fly Baxton rat on top. Sudden then seized and Baxton was no he was

How can you help at home?

- *Read widely and often*
 - *Talk about the meanings of new words and find better words when creating sentences*
 - *Encourage children to form a sentence and hold the sentence in their head*
 - *Write frequently and informally – shopping list, role play, postcards*
 - *Letter formation*
 - *Retell stories orally and enjoy finding exciting words to use*
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