KINS Y2 Writing Coverage – Cycle B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Targets (becoming non-negotiables)	Form lower-case letters of the correct size and write capital letters 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. Use both familiar and new punctuation correctly - full stops, capital letters, **question marks**	Use expanded noun phrases to describe and specify [for example, the blue butterfly]. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Write sentences with different forms: statement, question, exclamation, command Use both familiar and new punctuation correctly including full stops, capital letters, **exclamation marks,** question marks and **apostrophes for contracted forms**	Use suffix rules to spell words correctly in narratives Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks**,** question marks, **commas in lists apostrophes for the possessive (singular).**	Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks**,** question marks, commas and apostrophes for the possessive (singular). **Independently check, correct and improve**	Use a positive attitude and stamina for writing by writing for different purposes Show understanding of writing for different purposes Use punctuation taught correctly **Independently check, correct and improve**
Develop positive attitude and stamina for writing…	Recounts (personal experiences) Captions for non-fiction texts Stories following a pattern	Character profiles (using coordination and subordination) Poetry	Instructions Diary writing Imaginary recounts	Letter writing Stories with substitutions	Non chronological reports Poetry/ Riddles	Various narratives Book Reviews
Cold/ Hot Write	Recount (personal experience)	Character Profile	Instructions	Letter	Non-chronological Report	Book Review
SPAG	Question marks Use present and past tense correctly (ed) Use verbs to indicate time correctly and consistently, including verbs in the continuous form (ing)	Rules for -ed,- ing, -er, -est, -ly Types of words – nouns, adjectives, adverbs Coordination and subordination	Exclamation marks Homophones eg there, their, they're Identifying different types of sentences Singular and plural s/es/ies Contracted words	Commas in lists Add suffixes to spell longer words -ly, ment, less, ful, ness Contracted words Possessive apostrophe s	Revision of suffixes and rules	Consolidation
	ge, dge, g (j) /s/ sound spelt c /n/ sound spelt kn and (less often) gn /r/ sound spelt wr /l/ sound spelt –le, el, il, al	'or' spelt as 'a' before l and ll. –ey -y	'o' sound spelt 'a' after w and qu 'ur' spelt 'or' after w 'or' spelt 'ar' after w /ʒ/ sound spelt s Words ending in –tion	Adding –es to nouns and verbs ending in –y -ed, ing, er, est suffixes revision -ness, less, ful, ment	Revision	Consolidation
Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas						