KINS Y2 Writing Coverage – Cycle A

	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 and **commas in lists**	Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks**,** question marks, commas and **apostrophes for the possessive (singular).** **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 **Check, correct and improve**
Develop positive attitude and stamina for writing…	Recounts (personal experiences) Captions for non-fiction texts Riddles	Descriptive writing Character profiles Non-fiction report Letters Stories with substitutions	Instructions Diary writing Letters Story sequence Fact files	Recounts (real/imaginary events) Non- fiction writing	Story writing Poetry Non-chronological reports	Various narratives Book Reviews
Cold/ Hot Write	Recount (personal experience)	Character description/ character profile	Instructions	Recount (imaginary event/story)	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 Contracted words	Commas in lists Add suffixes to spell longer words -ly, ment, less, ful, ness Singular and plural s/es/ies	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 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						