

Year 2 Writing Units



Writing Journey

Stage 1 Text Analysis



Text analysis is the process of closely reading and examining a text to understand how it is constructed and how meaning is created. This includes identifying key features such as vocabulary, sentence structure, organisation, and the writer's purpose, so that these can be applied in pupils' own writing.

Stage 2 Key Skills



Teaching key skills and sentence construction involves explicitly modelling and practising the core writing techniques pupils need. This helps pupils learn how to construct clear, effective sentences and apply these skills independently in their writing.

A responsive write is a short piece of writing where pupils apply the skills they have been. It allows teachers to assess how well pupils are using specific techniques before moving on.

Stage 3 Planning



The planning stage is where pupils organise and develop their ideas before writing. This may include generating ideas, selecting vocabulary, structuring their writing, and deciding how their piece will be organised. Effective planning helps pupils write more clearly, purposefully, and coherently.

Stage 4 Independent writing



Independent writing with live modelling is the stage where pupils write their own piece independently while the teacher models elements of the writing process in real time. The teacher may demonstrate how to structure sentences, make vocabulary choices, or edit work, providing support and guidance as pupils apply their skills. This helps pupils develop independence while still benefiting from expert guidance.

Stage 5 Editing & Refining



Editing and refining is the stage where pupils review and improve their writing by checking for accuracy, clarity, and effectiveness. This includes correcting spelling, punctuation, and grammar, as well as enhancing vocabulary, sentence structure, and overall organisation to improve the quality of the final piece.

Writing Journey – Sequence of Lessons

Stage 1 Text Analysis



The writing journey will begin with two to three lessons focused on text analysis.

“In key stage 2, investigating model texts... provides pupils with opportunities to read, analyse and emulate good writing.” Writing Framework 2025

Stage 2 Key Skills



In the key skills stage, you will teach two focused skills, after which pupils will complete a responsive write. You will then teach the remaining three key skills, followed by a second responsive write.

“Teaching should focus on enabling pupils to construct well-formed sentences before moving to more extended pieces of writing.” Writing Framework 2025

Stage 3 Planning



In the planning stage, ideas are gathered, refined, and shaped in preparation for writing, and can be recorded using a variety of approaches.

“Pupils need to be taught how to plan... so that they can manage the cognitive demands of writing.” Writing Framework 2025

Stage 4 Independent writing



In the composition stage, live modelling is used to teach high-quality writing, enabling pupils to complete their independent writes. This is carried out over several days to prioritise quality over quantity.

“Pupils should be supported to produce high-quality writing rather than simply writing more.” Writing Framework 2025

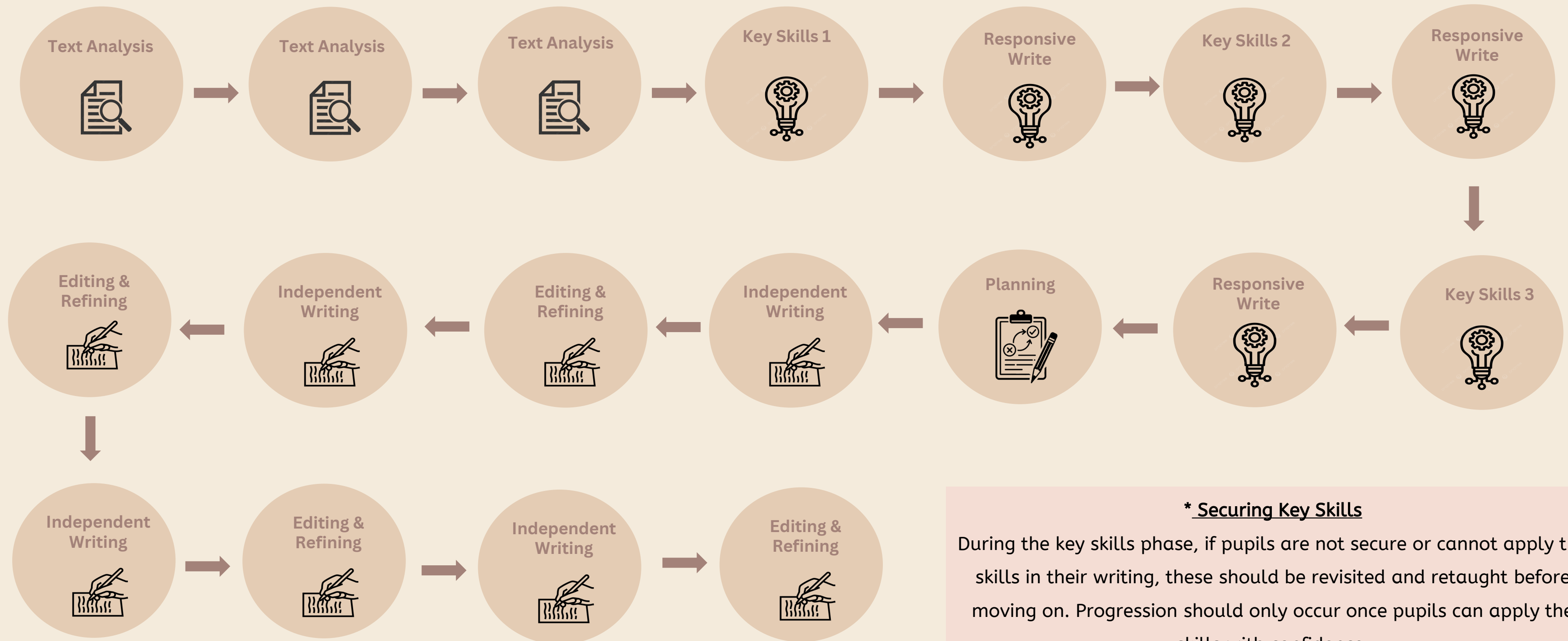
Stage 5 Editing & Refining



The final stage involves the explicit teaching of editing and refining. This is delivered through whole-class instruction, focusing on short sections of writing at a time. The teacher models the process before pupils apply it independently.

“Pupils should be taught how to revise and edit their writing, making improvements to both content and accuracy.” Writing Framework 2025

An example 4 week writing unit in Year 2



Recap & Review

Recap and Review



Punctuation and Grammar: Add a subordinate clause to this sentence.

Sophie carefully climbed through the skylight _____

Spelling: Add the same prefix to each of these root words.

agree _____ approve _____

Handwriting:

Handwriting practice lines consisting of alternating red and blue horizontal lines.

At the beginning of each lesson in Stages 1–3, a structured recap and review activity will be implemented. This serves as an opportunity for pupils to revisit and apply previously taught grammar and spelling concepts, reinforcing their understanding and supporting long-term retention. The focus of these activities should be carefully selected based on Assessment for Learning (AfL) information gathered from prior lessons and formal or informal assessments, ensuring that teaching is responsive to identified gaps or misconceptions.

In addition, each session will include a short handwriting application task linked to the Little Wandle Handwriting focus joins for that week. This will provide pupils with the opportunity to practise and apply the previously taught join in a meaningful context, reinforcing correct formation, fluency, and consistency. It also establishes clear expectations for presentation and handwriting quality throughout the remainder of the lesson.

Pupils will initially complete the recap and review tasks independently, with minimal teacher input, in order to encourage recall and self-reliance. Following this, teachers will review the answers with the class, using this time to clarify misunderstandings, address misconceptions, and provide targeted feedback where necessary.

Stage 1

Text Analysis

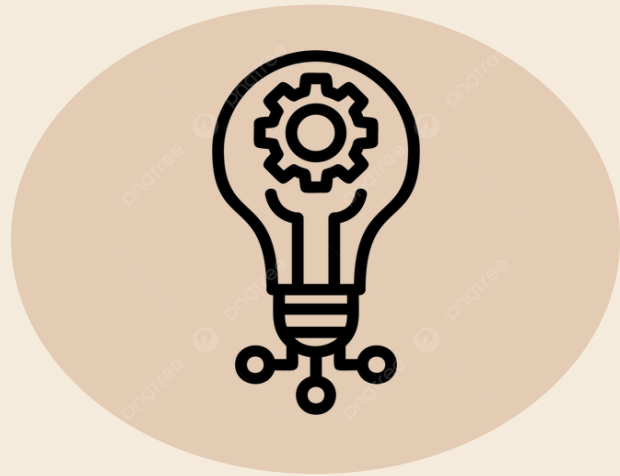


Text analysis is the process of closely reading and examining a text to understand how it is constructed and how meaning is created. This includes identifying key features such as vocabulary, sentence structure, organisation, and the writer’s purpose, so that these can be applied in pupils’ own writing.

The writing journey will begin with two to three lessons focused on text analysis.

Author's Intent - Why has the author written this? - What does the author want the reader to think, feel or do? - What message is being conveyed? - What viewpoint or perspective is presented? Example: Why does the author describe the forest as "swallowing the light" rather than simply saying it was dark?	Writer's Craft - Explore how writers deliberately construct their writing. - How has the opening been designed to hook the reader? - How does the writer build tension? - How is suspense maintained? - How does the ending satisfy or challenge the reader? Questions: What techniques make this section memorable? Which sentence has the greatest impact and why?	Layers of Meaning - Look beneath the literal meaning. - What might this symbol represent? - Is there a deeper message? - What themes are emerging? - What does this reveal about society, relationships or human nature? Example: A storm may represent danger, change, conflict or emotional turmoil.	Narrative Perspective - Analyse how the choice of narrator influences the text. - Why has the author chosen first person? - What information is hidden from the reader? - Can we trust the narrator? - How would the story change from another viewpoint?	Tone Analysis Examine the attitude conveyed through language. Possible tones: - Humorous - Ominous - Hopeful - Critical - Melancholic - Tense Questions: How does the author establish this tone? Which words contribute most to it?
Sentence-Level Analysis Go beyond identifying sentence types. Consider: - Why is this sentence short? - Why has the author used a fragment? - How does punctuation affect pace? - How do sentence lengths vary for effect? Example: A single-word sentence: <i>Run.</i> creates urgency and panic.	Structural Analysis Look at how the text is organised. - Why has this information been revealed now? - What effect does the paragraph break create? - Why does the author switch focus? - How does the structure guide the reader's emotions?	Language Patterns Look for recurring choices. - Repeated words or phrases - Motifs - Semantic fields - Contrasts Example: Repeated references to light and darkness may suggest a struggle between hope and fear.	Character Construction Analyse how writers build characters. - What methods are used? (speech, actions, thoughts, others' reactions) - How do our opinions change? - What is the author's purpose in creating this character?	The "Zoom In, Zoom Out" Approach A powerful KS2 strategy. Zoom In Analyse one word, phrase or sentence in detail. Zoom Out Link it to the whole text, theme or author's purpose. Example: Zoom In: Why "lurched" instead of "walked"? Zoom Out: How does this contribute to the character's vulnerability throughout the story?
Comparative Analysis Compare sections within the same text. - How has the setting changed? - How has the character developed? - How has the mood shifted? This develops sophisticated thinking without needing multiple texts.	Reader Response Analysis Focus on the reader's experience. - How is the reader positioned? - What emotions are we expected to feel? - How does the author manipulate our sympathies? Example: Why do we feel sorry for the villain at this point?	Text Detective Framework A useful progression for deeper analysis: - What do I notice? - Why might the author have done this? - What effect does it create? - How does it link to the wider text? - What does it reveal about the author's message? This moves pupils from simple feature spotting to genuine literary analysis.	Analytical Lenses Have pupils revisit the same extract through different lenses: - Language Lens – word choices. - Structure Lens – organisation and sequencing. - Character Lens – what is revealed? - Theme Lens – bigger ideas. - Reader Lens – emotional impact. - Writer Lens – craft and purpose.	

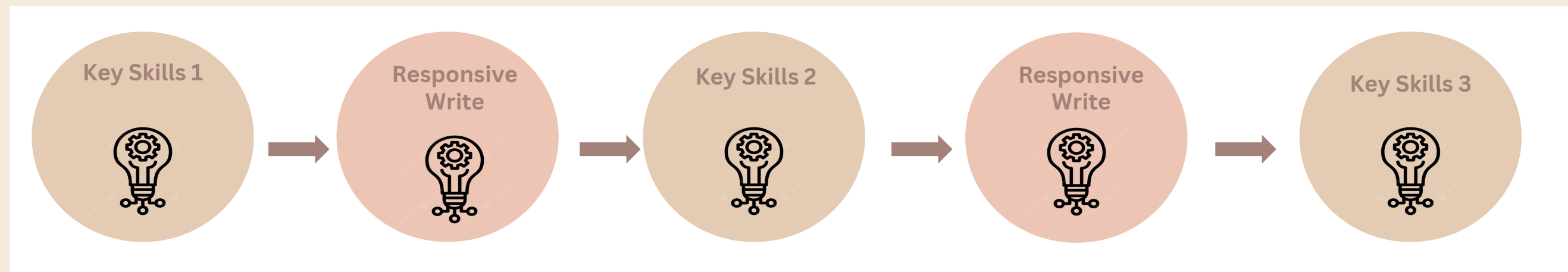
Stage 2 Key Skills



Teaching key skills and sentence construction involves explicitly modelling and practising the core writing techniques pupils need. This helps pupils learn how to construct clear, effective sentences and apply these skills independently in their writing.

A responsive write is a short piece of writing where pupils apply the skills they have been taught. It allows teachers to assess how well pupils are using specific techniques before moving on.

A key skill lesson will be taught followed by a responsive write lesson.



Stage 3

Planning



The planning stage is where pupils organise and develop their ideas before writing. This may include generating ideas, selecting vocabulary, structuring their writing, and deciding how their piece will be organised. Effective planning helps pupils write more clearly, purposefully, and coherently.

The number of planning sessions may vary between units and should be adapted to suit the complexity of the writing task and the needs of the class

<u>Generating Ideas</u>	<u>Planning Structure</u>	<u>Oral Rehearsal Activities</u>	<u>Character Planning</u>	<u>Setting Planning</u>	<u>Sentence-Level Planning</u>	<u>Higher-Level Planning Activities</u>	<u>Planning Non-Fiction</u>
Mind Maps Central theme or writing stimulus in the middle. Branches for characters, settings, events, vocabulary and emotions. Vocabulary Harvest Collect ambitious vocabulary from model texts. Sort words into categories (appearance, movement, emotions, atmosphere). Picture Stimulus Exploration Use an image and discuss: - What can you see? - What happened before? - What might happen next? - How are characters feeling? Question Storming Generate questions about the writing topic: Who? What? Where? When? Why? How?	Story Mountain - Opening - Build-up - Problem - Resolution - Ending Boxing Up Break a model text into: - Introduction - Paragraph 1 - Paragraph 2 - Conclusion Paragraph Planner Plan: Main idea Evidence/details Key vocabulary Reader impact Flow Charts Children map events or arguments in sequence. Plot Points Give pupils six boxes and only allow one key event in each.	Tell Your Partner Children verbally rehearse a section before writing. Role Play Act out scenes to explore character motivations. Hot Seating Question a character before writing from their perspective. Conscience Alley Explore character decisions before writing. Storytelling Circles Groups orally tell the story before planning.	Character Profile Include: Appearance Personality Strengths Weaknesses Motivations Character Interviews Pupils answer questions in role. Relationship Maps Show links between characters. Emotion Journey Track emotions across the narrative.	Setting Blueprint Draw and label the setting using ambitious vocabulary. Sensory Mapping Plan: What can be seen? Heard? Smelled? Felt? Tasted? Atmosphere Scale Rate parts of the setting from calm to dangerous, exciting to gloomy.	Sentence Stacking Plan: Action sentence Description sentence Dialogue sentence Thought sentence Sentence Openers Bank Generate: Fronted adverbials Similes Questions Short sentences Magpie Wall Collect effective phrases from reading.	Reader Journey Planning Ask: What should the reader feel here? How will I create that feeling? Children map emotions through the text. Theme Planning Plan where themes appear. Example: Friendship Courage Belonging Author's Purpose Planning Children identify: What message am I trying to communicate? How will I achieve it? Tension Graph Plot tension throughout the story. This helps avoid flat narratives. Narrative Camera Planning Decide: What does the reader see first? What details are hidden? When will information be revealed?	Fact Sorting Sort information into paragraphs. Argument Continuum Place viewpoints on a scale before writing. Persuasive Points Ranking Rank strongest to weakest arguments.

Stage 4 Composition



Independent writing with live modelling is the stage where pupils write their own piece independently while the teacher models elements of the writing process in real time. The teacher may demonstrate how to structure sentences, make vocabulary choices, or edit work, providing support and guidance as pupils apply their skills. This helps pupils develop independence while still benefiting from expert guidance.

In the composition stage, live modelling is used to teach high-quality writing, enabling pupils to complete their independent writes. This is carried out over several days to prioritise quality over quantity.

Sentences will be written alongside an image linked to the focus text. The image will provide a meaningful context for writing, supporting pupils in generating ideas, making vocabulary choices, and composing sentences that are relevant to the text being studied.

Stage 5

Editing & Refining

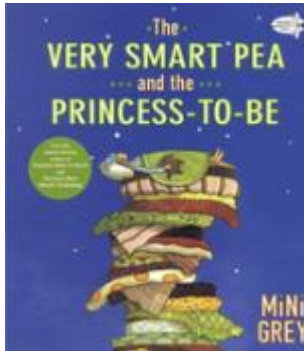
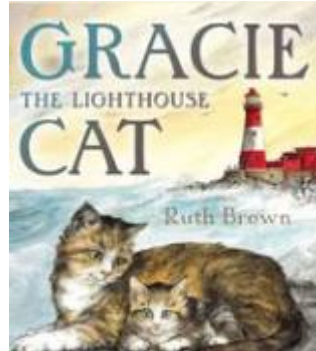
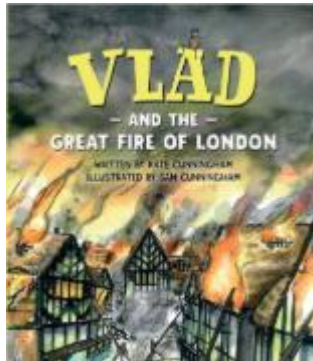
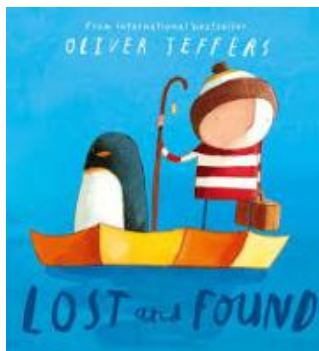
Editing and refining is the stage where pupils review and improve their writing by checking for accuracy, clarity, and effectiveness. This includes correcting spelling, punctuation, and grammar, as well as enhancing vocabulary, sentence structure, and overall organisation to improve the quality of the final piece



The final stage involves the explicit teaching of editing and refining. This is delivered through whole-class instruction, focusing on short sections of writing at a time. The teacher models the process before pupils apply it independently.

<u>Editing for Meaning and Impact</u>	<u>Editing for Structure and Organisation</u>	<u>Editing for Language Choices</u>	<u>Editing for Grammar and Punctuation</u>	<u>Suggested Classroom Activities</u>
• Re-read writing to check it achieves its intended purpose. • Consider the effect on the reader. • Identify sections that could be expanded or improved. • Remove unnecessary repetition. • Improve word choices to create greater impact. • Add detail, description or evidence where needed. • Strengthen openings and endings.	• Check that ideas are organised logically. • Reorder sentences or paragraphs for greater cohesion. • Improve transitions between ideas. • Ensure paragraphing supports meaning and purpose. • Review the effectiveness of the overall structure.	• Replace less ambitious vocabulary with more precise choices. • Improve verbs, adjectives and adverbs. • Add figurative language where appropriate. • Vary sentence openings and sentence lengths. • Consider how language choices influence the reader.	• Correct grammatical errors. • Check punctuation for accuracy and effect. • Review sentence construction. • Ensure consistent tense and person.	• Read Aloud – pupils read their work aloud to identify awkward phrasing or missing words. • Partner Review – peers provide feedback against success criteria. • Author's Chair – pupils share extracts and receive constructive feedback. • Improve One Paragraph – focus on making significant improvements to a selected section. • Sentence Surgery – rewrite sentences to improve precision and impact. • Vocabulary Upgrade – replace common words with more effective alternatives. • Reader Response – pupils identify where they felt engaged, confused or wanted more detail. • Editing Stations – pupils rotate through different editing focuses (vocabulary, punctuation, cohesion, impact).

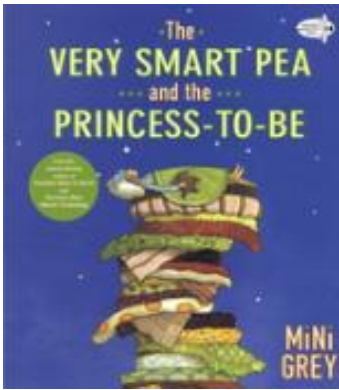
Year 2 Writing Curriculum Overview

	Me and My World				Terrific Transport	Wonderful Weather		Amazing Animals				
	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2		
Focus Text												
Link Texts												
Number of weeks	4 weeks	4 Weeks	4 weeks	3 weeks	3 weeks	4 weeks	3 weeks	2 weeks	4 weeks	3 weeks	3 weeks	3 weeks
Writing opportunities and Outcomes	Write a page of observations to help the Queen find a true princess.		Retell The Very Smart Pea and the Princess-To-Be.	Describe Gracie's day at the lighthouse.	Retell Gracie's adventure at the lighthouse.							

Year 2 Writing Skills Progression Overview – Autumn Term

Autumn 1

Writing Unit 1



Focus Text: The Very Smart Pea and the Princess-To-Be by Mini Grey

Unit Length: 4 weeks

Writing Outcome: Write a page of observations to help the Queen find a true princess.

During the first two terms of Year 2, the primary focus will be on developing pupils' understanding of sentence construction. In line with the *Writing Framework (2025)*, teaching will prioritise the explicit modelling and practice of constructing accurate, well-formed sentences before pupils are expected to produce longer pieces of writing. Pupils will develop confidence in combining words and phrases into simple, grammatically correct sentences while applying key grammatical concepts, including nouns, verbs, adjectives, conjunctions and punctuation. This secure foundation will enable pupils to write with increasing accuracy and independence, preparing them for more complex sentence structures and extended composition later in the year.

Grammar: Word	Grammar: Sentence	Grammar: Punctuation
Skill to teach: Reinforce from Year 1 - Identify and write nouns p32 Why: This objective develops pupils' understanding of sentence construction by helping them identify who or what a sentence is about. In line with the Writing Framework (2025), secure sentence-level knowledge should be established before extended writing. <i>The Very Smart Pea and the Princess-To-Be</i> provides rich opportunities to identify and use nouns related to the characters, settings and events before applying them in simple sentences. Example: • The pea rolled under the mattress. • The princess climbed onto the bed. • The queen smiled at the princess. • The castle stood on the hill. • The pea was very small.	Skill to teach: Distinguish between statements and commands and write commands p55 Why: This objective develops pupils' understanding of sentence types by helping them recognise the difference between statements and commands. In line with the Writing Framework (2025), pupils should secure sentence construction before extended writing. <i>The Very Smart Pea and the Princess-To-Be</i> provides meaningful opportunities to write commands linked to the story, for example, "Climb onto the bed!", "Stack the mattresses!", or "Find the pea!", allowing pupils to apply their understanding in context. Example: • Climb onto the bed. • Stack the mattresses. • Find the pea. • Open the castle door.	Skill to teach: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Why: This objective helps pupils understand how sentences are correctly punctuated so that meaning is clear to the reader. In line with the Writing Framework (2025), pupils should secure sentence-level knowledge before moving on to extended writing. <i>The Very Smart Pea and the Princess-To-Be</i> provides engaging opportunities to use capital letters and full stops for statements, question marks for characters' questions, and exclamation marks for commands and exclamations linked to the story. Example: • Statements (full stop) The pea was under the mattress. • Questions (question mark) Where is the pea? • Commands (exclamation mark or full stop) Climb onto the bed! Stack the mattresses carefully. • Exclamations (exclamation mark) What a tiny pea!



Can You Find the True Princess?

The princess is in the castle.

The queen has a clever plan.

The pea is under the mattress.

The bed is very tall.

Stack the mattresses!

Carry the blankets upstairs!

Open the bedroom door.

Look under the bed!

Can you see the pea?

Is the princess asleep?

Count the mattresses.

Close the bedroom door.

The prince waits quietly.

The queen watches carefully.

The princess cannot sleep.

Find the tiny pea!

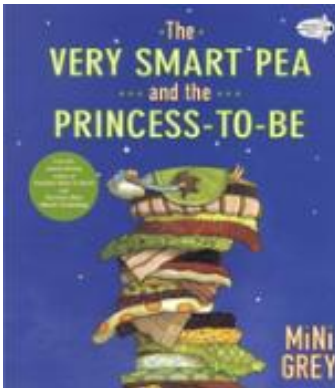
The servants smile.

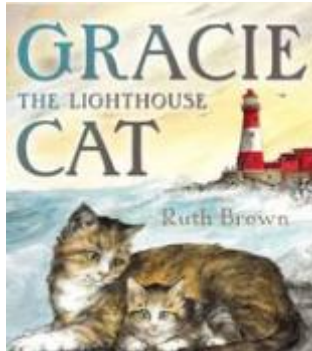
The prince is happy.

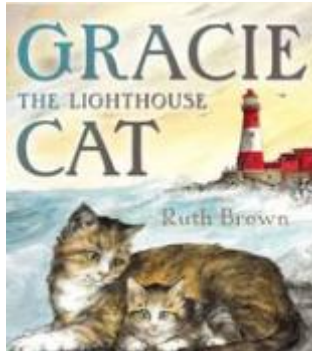
What a clever princess!

Guidance

Where a page number is provided under word, sentence, text, punctuation, it refers directly to the [Ark Sentence Mastery document](#). Where a page number is provided under Alan Peat Sentence Type this refers directly to [Alan Peat’s Writing Exciting Sentences](#) or [Alan Peat’s Second Book of Exciting Sentences](#). These documents provides additional guidance, examples, and explanations relating to the specific key skill to be taught.

Year 2 Writing Skills Progression Overview – Autumn Term				
Autumn 1				
Writing Unit 2				
		Focus Text: The Very Smart Pea and the Princess-To-Be by Mini Grey		
		Unit Length: 4 weeks		
		Writing Outcome: Retell The Very Smart Pea and the Princess-To-Be		
During the first two terms of Year 2, the primary focus will be on developing pupils' understanding of sentence construction. In line with the <i>Writing Framework (2025)</i> , teaching will prioritise the explicit modelling and practice of constructing accurate, well-formed sentences before pupils are expected to produce longer pieces of writing. Pupils will develop confidence in combining words and phrases into simple, grammatically correct sentences while applying key grammatical concepts, including nouns, verbs, adjectives, conjunctions and punctuation. This secure foundation will enable pupils to write with increasing accuracy and independence, preparing them for more complex sentence structures and extended composition later in the year.				
Grammar: Word	Grammar: Sentence	Grammar: Punctuation	 One cold and rainy evening a princess knocked on the castle door. She was cold, wet and tired. What a stormy night!  The queen wanted to know if the girl was a real princess. She found a tiny pea, a mattress and a blanket.  The servants carried mattresses, pillows, blankets and quilts into the bedroom. They built a bed for the princess.  The queen hid the tiny pea under the mattresses. The princess climbed into the bed, but she could not sleep all night. What an uncomfortable bed!  The next morning the princess said she had felt something hard under the mattress. The queen smiled because she knew the girl was a true princess.	
Skill to teach: Identify and write lists of nouns joined with conjunctions p51	Skill to teach: Distinguish between statements and exclamations and write exclamations p68	Skill to teach: Identify and write commas to list nouns p52		
Why: This objective supports pupils in extending simple sentences by grouping related ideas using a list of nouns joined with the conjunction and.	Why: This objective helps pupils recognise the difference between statements and exclamations, enabling them to vary sentence types for effect.	Why: This objective builds on pupils' understanding of lists by introducing the use of commas to separate nouns clearly within a sentence.		
In line with the Writing Framework (2025), pupils should develop secure sentence construction before moving on to extended writing.	In line with the Writing Framework (2025), pupils should develop secure sentence construction before moving on to extended writing.	In line with the Writing Framework (2025), pupils should secure sentence-level knowledge before moving on to extended writing.		
<i>The Very Smart Pea and the Princess-To-Be</i> provides meaningful opportunities to list characters, objects and settings from the story, helping pupils write more detailed sentences when retelling key events.	The Very Smart Pea and the Princess-To-Be provides engaging opportunities for pupils to write exclamations that express surprise, excitement and emotion during key moments in the story, helping to bring their retell to life.	<i>The Very Smart Pea and the Princess-To-Be</i> provides meaningful opportunities to write lists of characters, objects and settings from the story, helping pupils write more detailed and accurately punctuated retells.		
Example: <i>The queen found a pea, a mattress and a bed.</i> <i>The prince, princess and queen stood in the castle.</i> <i>The bedroom had pillows, blankets and mattresses.</i>	Example: - What a huge pile of mattresses! - What a beautiful castle! - What a funny surprise! - How clever the queen is! - How uncomfortable the bed was!	Example: - The queen found a pea, a mattress and a bed. - The castle had towers, windows and flags. - The prince invited the queen, princess and servants inside. - The bedroom was full of pillows, blankets and mattresses. - The princess saw a bed, blanket and tiny pea.		
<u>Guidance</u>				
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Year 2 Writing Skills Progression Overview – Autumn Term				
Autumn 2				
Writing Unit 1				
 Focus Text: Gracie The Lighthouse Cat by Ruth Brown Unit Length: 4 weeks Writing Outcome: Describe Gracie's day at the lighthouse. During the first two terms of Year 2, the primary focus will be on developing pupils' understanding of sentence construction. In line with the <i>Writing Framework (2025)</i>, teaching will prioritise the explicit modelling and practice of constructing accurate, well-formed sentences before pupils are expected to produce longer pieces of writing. Pupils will develop confidence in combining words and phrases into simple, grammatically correct sentences while applying key grammatical concepts, including nouns, verbs, adjectives, conjunctions and punctuation. This secure foundation will enable pupils to write with increasing accuracy and independence, preparing them for more complex sentence structures and extended composition later in the year.				
Grammar: Word		Grammar: Sentence	Grammar: Punctuation	
Skill to teach: Identify and write adjectives before nouns acting as the subject p58 Why: This objective helps pupils develop more descriptive sentence construction by adding adjectives before the subject noun, making their writing more precise and engaging. In line with the Writing Framework (2025), pupils should secure sentence-level knowledge before moving on to extended writing. Gracie the Lighthouse Cat provides rich opportunities to describe the main character, setting and events, enabling pupils to build simple sentences with expanded noun phrases before writing a retell. Example: • The brave cat climbed the lighthouse. • The lonely lighthouse stood by the sea. • The noisy seagulls flew overhead. • The gentle waves splashed against the rocks. • The curious kitten explored the harbour.		Skill to teach: Identify and write prepositional phrases of time, place and movement within simple sentences p64 Why: This objective helps pupils develop sentence construction by adding extra information about when, where and how something happens. In line with the Writing Framework (2025), pupils should secure sentence-level knowledge before moving on to extended writing. Gracie the Lighthouse Cat provides rich opportunities to describe Gracie's adventures around the lighthouse, harbour and seaside using prepositional phrases, helping pupils write more detailed and engaging simple sentences. Example: Time • Gracie explored the lighthouse at sunrise. • The lighthouse shone brightly at night. • The keeper fed Gracie every morning. Place • Gracie slept on the windowsill. • The lighthouse stood by the sea. • The kitten waited inside the lighthouse. Movement • Gracie climbed up the lighthouse stairs. • The kitten ran across the harbour. • The boat sailed towards the lighthouse.		
Skill to teach: Identify and write commas to list adjectives p60 Why: This objective helps pupils develop more descriptive sentence construction by using commas to separate adjectives before a noun. In line with the Writing Framework (2025), pupils should secure sentence-level knowledge before moving on to extended writing. Gracie the Lighthouse Cat provides meaningful opportunities to describe characters, settings and objects using expanded noun phrases with lists of adjectives, helping pupils create more vivid and engaging sentences in their retell. Example: • The brave, curious and playful cat climbed the lighthouse. • The tall, white and lonely lighthouse stood beside the sea. • The cold, crashing and foamy waves splashed against the rocks. • The kind, gentle and caring lighthouse keeper looked after Gracie. • The bright, warm and welcoming light shone across the water. • The small, fluffy and clever kitten explored the harbour.				
 <i>At sunrise the curious, fluffy and playful cat stretched on the windowsill. The little lighthouse cat looked across the sea. The bright lighthouse stood by the rocky coast.</i>  <i>The brave, determined and clever cat climbed up the spiral stairs. Inside the lighthouse the friendly cat looked through the tall window. The old lighthouse was warm and quiet.</i>  <i>At the top of the lighthouse the small, black and white cat watched the boats across the harbour. The noisy seagulls flew over the waves. During the morning the sparkling sea shone in the sunshine.</i>  <i>After that the adventurous, curious and confident cat ran along the rocky path. The gentle waves crashed against the rocks. The happy cat looked towards the sea.</i>  <i>In the evening the tired, cosy and sleepy cat curled up on her soft blanket. Inside the lighthouse the peaceful cat fell asleep. At night the bright lighthouse shone across the dark sea.</i>				
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Year 2 Writing Skills Progression Overview – Autumn Term				
Autumn 2				
Writing Unit 2				
 Focus Text: Gracie The Lighthouse Cat by Ruth Brown Unit Length: 3 weeks Writing Outcome: Retell Gracie's adventure at the lighthouse. During the first two terms of Year 2, the primary focus will be on developing pupils' understanding of sentence construction. In line with the <i>Writing Framework (2025)</i>, teaching will prioritise the explicit modelling and practice of constructing accurate, well-formed sentences before pupils are expected to produce longer pieces of writing. Pupils will develop confidence in combining words and phrases into simple, grammatically correct sentences while applying key grammatical concepts, including nouns, verbs, adjectives, conjunctions and punctuation. This secure foundation will enable pupils to write with increasing accuracy and independence, preparing them for more complex sentence structures and extended composition later in the year.				
Grammar: Word	Grammar: Sentence	Grammar: Punctuation		
Skill to teach: Identify and write prepositions of time, place and movement p62 Why: This objective helps pupils develop sentence construction by using prepositions to add information about time, place and movement. In line with the Writing Framework (2025), pupils should secure sentence-level knowledge before moving on to extended writing. Gracie the Lighthouse Cat provides meaningful opportunities to describe when events happen, where Gracie is and how she moves around the lighthouse and harbour. Using prepositions enables pupils to write more detailed, coherent and engaging sentences while retelling the story. Example: • At sunrise, Gracie stretched. • Gracie slept inside the lighthouse. • The kitten climbed up the spiral stairs. • The seagulls flew over the sea. • Gracie walked along the harbour wall.	Skill to teach: Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) Why: This objective helps pupils develop sentence construction by adding detail to nouns, making their writing more precise and engaging. In line with the Writing Framework (2025), pupils should secure sentence-level knowledge before moving on to extended writing. Gracie the Lighthouse Cat provides rich opportunities to expand noun phrases when describing the characters, settings and objects, helping pupils create vivid images for the reader. Example: • The curious lighthouse cat explored the harbour. • The tall white lighthouse stood beside the sea. • The kind lighthouse keeper looked after Gracie. • The small fishing boat sailed across the water. • The crashing blue waves splashed against the rocks.	Skill to teach: Apostrophes to mark singular possession in nouns Why: This objective helps pupils develop sentence construction by showing that an apostrophe can be used to indicate that something belongs to someone or something. In line with the Writing Framework (2025), pupils should secure sentence-level knowledge before moving on to extended writing. Gracie the Lighthouse Cat provides meaningful opportunities to use singular possessive apostrophes when describing characters and objects, helping pupils write more precise and accurate sentences. Example: • Gracie's bed was warm. • The lighthouse keeper's hat blew away. • The cat's tail flicked happily. • The boat's sail flapped in the wind. • The seagull's wings spread wide.		
Guidance Where a page number is provided under word, sentence, text, punctuation, it refers directly to the Ark Sentence Mastery document. Where a page number is provided under Alan Peat Sentence Type this refers directly to Alan Peat’s Writing Exciting Sentences or Alan Peat’s Second Book of Exciting Sentences. These documents provides additional guidance, examples, and explanations relating to the specific key skill to be taught.				

	Early one morning the fluffy black-and-white cat sat outside the lighthouse. Gracie's bright eyes watched the boats on the sparkling sea. The tall red-and-white lighthouse stood above the rocky cliffs.
	Soon after the curious little cat padded up the winding staircase. Inside the old lighthouse Gracie's whiskers twitched with excitement. The friendly lighthouse keeper opened the heavy door.
	From the top of the lighthouse the brave seaside cat looked over the busy harbour. The fisherman's boat sailed through the blue water. The white, noisy seagulls flew around the lighthouse.
	Later that day the playful lighthouse cat wandered along the narrow harbour wall. The lighthouse keeper's coat flapped in the strong wind. The gentle sea breeze blew across the beach.
	The sleepy little cat curled up beside the warm fire. Gracie's favourite blanket kept her warm. At night the bright lighthouse light shone across the quiet sea.