

# St Aldhelm Writing Pathways

## Cycle B

**Term 1**  
The Owl who was afraid of the dark (Y2 narrative)

How to make a bird feeder (Y2 instruction, non-fiction)

**Term 2**  
In my heart: a book of feelings (Y2 non-fiction, lyrical explanation)

My Christmas Star (Y2 narrative)

**Term 3**  
The Building Boy (Y2 narrative)

Malala's magic pencil (Y2 Biography)

**Term 4**  
George and the Dragon (Y2 narrative)

The day the crayons Quit (Y2 persuasive writing)

**Term 5**  
Little Red Reading Hood (Y2 narrative)

Desk Diddler (Y2 Poetry)

**Term 6**  
Habitats (Y2 non-chronological report)

This is how we do it (Y2 non-fiction, letter)

### Year 2:

WRITING COMPOSITION	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).	WORD	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]
	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.		Formation of adjectives using suffixes such as -ful, -less
	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing poetry.		Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.	SENTENCE	Subordination (using when, if, that, because) and co-ordination (using or, and, but)
	Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.		Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
	Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.		How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
	Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.	TEXT	Correct choice and consistent use of present tense and past tense throughout writing
	Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.		Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
	Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.		Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	PUNCTUATION	Commas to separate items in a list
	Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.		Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]