



Year 2 Writing Scope & Sequence

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Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
AC9E2LE05 - create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools	1	In Term 1, students will delve into sentence structures and explore various text types, such as narrative descriptions and recounts. Students will: - describe, explain, give an opinion, recount an event, and tell a story through written texts. - sequence ideas and events logically in sentences across a text. - choose and apply various conjunctions to establish cohesion in texts. - recognise that distinct text structures and language features characterise different types of texts. - experiment with creative wordplay to captivate the reader. - develop punctuation, including question marks and exclamation marks, with precision and for impactful effect. - show an awareness of the criteria for successful task completion.	Unit - My Worries	Unit - Splendid Sentences	Unit - Splendid Sentences	Unit - To the Top End - Creative Vocabulary	Unit - Dreamtime stories - Narrative Structure	Unit - Dreamtime stories - Narrative Structure	Unit - Dreamtime stories - Narrative Structure	Unit - Narrative Writing - The Day The Crayons Came Home	Unit - Narrative Writing - The Day The Crayons Came Home	Revision/ Assessment
AC9E2LE05 - create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LY02 - use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY03 - identify the purpose and audience of imaginative, informative and persuasive texts	2	In Term 2, students will dive into a persuasive text focus where students engage with persuasive texts and the ongoing exploration of persuasive text structures. Students will: - create concise, persuasive texts incorporating correct language features and visual information. - utilise effective strategies for planning writing ideas, such as making notes, drawing, using diagrams, or planning a sequence of events or information. - identify the context, audience, and purpose of their texts. - craft a combination of simple and compound sentences adeptly to captivate the reader when shaping written texts. - demonstrate the ability to re-read and edit their texts following feedback.	Unit - Compound Sentences	Unit - Compound Sentences	Unit - Being a Persuasive Writer	Unit - Being a Persuasive Writer	Unit - Being a Persuasive Writer	Unit - Persuasive Writing - Why I love Footy	Unit - Persuasive Writing - Why I love Footy	Unit - Persuasive Writing - Why I love Footy	Unit - Persuasive Writing - Why I love Footy	Revision/ Assessment
AC9E2LA06 - understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction AC9E2LA07 - understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA09 - experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA10 - recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LY03 - identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY06 - create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	3	In Term 3, students will focus on descriptions, cause & effect, and problem/solution structures. Students will: - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams. - sequence information and events in texts by employing time connectives. - create texts with contextually precise prepositional phrases for added detail and clarity. - enhance writing with vivid detail by incorporating action, saying, relating and sensing verbs. - build descriptions of people and things by effectively utilising noun groups. - begin to explore and experiment with various sentence structures to convey information effectively. - develop basic editing skills, including self-revision and peer review, with guidance.	Unit - Non Fiction - Animal Habitat	Unit - Non Fiction - Animal Habitat	Unit - Trek to Paris - Information Texts	Unit - Trek to Paris - Information Texts	Unit - Trek to Paris - Information Texts	Unit - Trek to Paris - Information Texts	Unit - Trek to Paris - Information Texts	Unit - Procedures with Recipes	Unit - Procedures with Recipes	Revision/ Assessment
AC9E2LE04 - identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LY01 - identify how similar topics and information are presented in different types of texts AC9E2LY03 - identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY06 - create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	4	In Term 4, students will concentrate on creative writing, delving into imaginative texts, and begin crafting their own stories while exploring poetic devices. Students will: - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence. - develop an understanding of quotation marks for simple dialogue. - create expressive and imaginative poetry, demonstrating an evolving mastery of poetic devices, figurative language, rhythm, and sound patterns	Coming soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Unit - Character Creation - Stick Man	Unit - Character Creation - Stick Man	Revision/ Assessment	Revision/ Assessment