Bisley Blue Coat Writing Curriculum Map 2025-26

Year 2/3

Y2	Spring 1			Spring 2		
	Address and assess chn who are not secure with letter formation		**Spaced Learning**	**Address and assess chn who are not secure with letter formation**		**Spaced Learning**
Genre	Story	Explanation	Instructions	Recount - diary	Poetry	Story
Writing outcome	Short story based on book	Explanation on how the story machine works	How to catch a ??	Create a diary entry for events of existing/ invented toy.	Haiku, shape poem and diamante	Short story
Model text	The Story Machine	TBC by class teacher		Diary - Traction Man in diary form	See Poetry Shed	
SPAG focus	Main clause Commas in a list: *The loft was dusty, dark and* dingy. *He saw a box, some old clothes and a teddy.* *Revisit expanded noun phrases within the shared writing.*	Subordinating conjunctions Subordinate clause Main clause Comma taught discreetly	Following discussions about prior learning chn write a set of instructions based on teacher assessment of prior learning i.e. weaker writer's stick closely to How to Catch a… more able could choose.	Present and past progressive tense *He is playing on the slide; I was eating my breakfast when…* *Revisit time conjunctions*	Discreet teaching of possessive apostrophe and addressing the misconception of apostrophes used for plurals. Teach the difference between contraction use of apostrophe vs possession.	Following discussions about prior learning chn write a recount based on a short story/ picture book
Oracy	Read stories aloud to an audience with correct intonation; orally retell the story using a story map.	Chn design their own story machines and present ideas to groups or whole class. Talk partners, collaborative mindmapping		Use talk partners and class talk to recount what you did last week, last weekend, yesterday.	Read a range of poems aloud; use fluency style lessons to encourage pace and prosody. Perform poems as final outcome/ purpose.	
Explicit terminology to be taught	Comma, list	Subordinating conjunctions Subordinate clause Main clause ISAWAWUBUB		Chronological order, present progressive, past progressive, suffix,	Haiku, shape poem, diamante poem, prosody, intonation Apostrophe, possession, contraction	
Class novel/ text	Flat Stanley			The Hodgeheg		

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Spring Term

Spelling	Handwriting	Punctuation	Grammar
ELS Essential Spelling W15-W21	*Ensure that children with weak dexterity and grip, have the opportunity to use finger gym or warm up activities prior to handwriting sessions in order to improve strength and stamina for writing.* **Teachers must: Reference Handwriting Policy and school handwriting scheme** Follow the 4 Ps rule: **Posture:** Sit correctly at a table, with a straight back and two feet flat on the floor. **Position:** slant paper/ book accordingly depending on right or left-handed. **Pencil:** Hold the pencil or pen comfortably using a tripod grip. **Pressure:** Pressure should be moderate and not too tight. **Pupils should be taught to:** • Begin to use the diagonal and horizontal strokes that are needed to join • Increase the legibility, consistency and quality of their handwriting *e.g. downstrokes are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.*	**Pupils should be taught to:** • Use capital letters to start a sentence and to know that a sentence starts following a full stop/ exclamation mark or question mark. • Use full stops consistently to finish a sentence and to explicitly understand when a sentence has finished. *The **full stop** indicates that a point has been made and that you are about to move on to further explanations or a related point.*	**Pupils should be taught to:** • Understand what a sentence is and how they are used (to state and join ideas or facts). Know that a simple sentence is made up of a subject and a verb *(**Jack sat.***) and that we use other word classes to add detail. • Be increasingly aware of and understand function of basic word class *e.g. noun, adjective, verb, adverb* • Understand how to use some coordinating conjunctions *(and, but, so)* • Extend vocabulary by being able to select the best synonym • Identify adjectives in expanded noun phrases • Use expanded noun phrases to add purposeful detail or information • Use simple past tense • Know the exceptions when using past tense *(i.e said, went)* • Order events or information in writing by using time conjunctions • Identify sentences with different forms in their writing (eg. statements, exclamations, commands, questions)