


Autumn					Spring				Summer				
Narrative	Instructions	Poetry: List poems	Narrative	Letters, postcards	Narrative	Non-Chronological Report	Narrative	Poetry: Free Verse & Simile	Narrative	Instructions	Recount	Narrative	Poetry: Take One Poet
Frog and the Stranger <i>Luna Loves Dance*</i>	How to Make Friends with a Ghost	The Puffin Book of Fantastic First Poems	Last Stop on Market Street	Dragon Post	Rapunzel	Big Blue Whale	Julian is a Mermaid Splash, Anna Hibiscus! <i>Dim Sum Palace*</i>	The Puffin Book of Fantastic First Poems	The Lost Homework	How to Wash a Woolly Mammoth	Here I Am	Super Joe Does Not Do Cuddles Traction Man	Belonging Street <i>Poetry Comics*</i>
10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps
52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				51 steps (approx. 11 weeks)				


All objectives covered within each Year 2 unit are listed within this document. Please see the key below to understand how the objectives are presented:


Writing purpose No. of steps Genre Title(s) of core text(s)	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Genre: Specific features and structure of genre to be revised or taught within the unit</p> <ul style="list-style-type: none"> Revision of objectives from previous year (with year group this was first introduced) <i>[NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]</i> <u>Statutory objectives (within the National Curriculum)</u> are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black 	<p>Revision of objectives from previous year (with year group this was first introduced)</p> <p><u>Statutory objectives (within the National Curriculum)</u> are listed in this way – bold, teal and underlined</p> <p>New objectives (introduced within current year group) are listed in black</p>	<p><u>Statutory terminology from Appendix 2 of the National Curriculum</u> are listed in this way – bold, teal and underlined</p>		


*Denotes new unit plan available with alternative text (see core & alternative texts overview 2025-26)


AUTUMN

 <p>Entertain 10 steps</p> <p>Narrative</p> <p><i>Frog and the Stranger</i></p> <p><i>Luna Loves Dance</i></p>	<p>Genre features</p>	<p>Compositional choices according to writing purpose</p>	<p>Sentence level</p>	<p>Word level including punctuation</p>	<p>Grammatical terminology</p>
	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story</p> <p>Introduce fall-rise story shape for basic narrative structure</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense in a narrative 	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>A statement is a type of sentence that are used by writers the most – they are telling the reader something</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p>	<p>letter, capital letter, word, sentence punctuation, full stop (Y1)</p> <p>verb, tense, past tense statement</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>


 <p>Inform 10 steps</p> <p>Instructions</p> <p><i>How to Make Friends with a Ghost</i></p>	<p>Genre features</p>	<p>Compositional choices according to writing purpose</p>	<p>Sentence level</p>	<p>Word level including punctuation</p>	<p>Grammatical terminology</p>
	<p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered</p> <p>Written in time (or chronological) order so that the reader acts in the correct sequence or order</p> <p>Can include a list of ‘things/ ingredients/ items’ that the reader will need before acting upon the instructions</p>	<ul style="list-style-type: none"> Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past You could speak to the reader directly, using ‘you’ if you need to tell them or ask them to do something 	<p>Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb</p> <p>Writers join sentences together with other coordinating conjunctions* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p>	<p>letter, capital letter, word, sentence punctuation, full stop (Y1)</p> <p>comma command</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 5 steps</p> <p>Poetry: List poems</p> <p><i>The Puffin Book of Fantastic First Poems</i></p>	<p>Poetry: A genre of poetry is list poetry, which lists words or phrases that represent a certain topic</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually present tense or past tense 	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Including adjectives (expanded noun phrases) helps the reader to create a more specific picture in their mind</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p>	<p>letter, capital letter, word, sentence punctuation, question mark (Y1)</p> <p>verb, noun, noun phrase, tense, present tense, past tense adjective, comma</p> <p>*conjunction – not statutory until Y3, instead can use the term 'linking word'</p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 12 steps</p> <p>Narrative</p> <p><i>Last Stop on Market Street</i></p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story</p> <p>Introduce fall-rise story shape for basic narrative structure</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense in a narrative Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought.</p> <p>Instead of using 'and' too often, we should use a full stop so that the sentence does not become too long for the reader</p> <p>Including adjectives (expanded noun phrases) helps the reader to create a more specific picture in their mind</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p>	<p>letter, capital letter, word, sentence punctuation, full stop (Y1)</p> <p>verb, tense, past tense adjective, noun, noun phrase, comma</p> <p>*conjunction – not statutory until Y3, instead can use the term 'linking word'</p>


 <p>Inform 15 steps</p> <p>Letters</p> <p><i>Dragon Post</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Letter: Sender's address in top-right corner & date under the sender's address</p> <p>Recipient's address on left-hand side</p> <p>Start with 'Dear...' or 'To whom it may concern...'</p> <p>Sign off with 'From...' or 'Love from...' (depending on how well you know your reader)</p>	<ul style="list-style-type: none"> Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something 	<p>A statement is a type of sentence that are used by writers the most – they are telling the reader something. Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb</p> <p>Writers join sentences together with other coordinating conjunctions* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling (Y1)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p>	<p>Letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>comma command, statement</p> <p>*conjunction – not statutory until Y3, instead can use the term 'linking word'</p>

SPRING


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 15 steps</p> <p>Traditional tale</p> <p><i>Rapunzel</i></p>	<p>Traditional tale: Will often include repeated phrases May include animal characters that behave like humans (e.g. can talk) Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include happy endings</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense in a narrative Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p> <p>Exclamatory sentences are sometimes seen in traditional tales/ fairytales, usually to express a surprise or strong emotion (usually starting with <i>What / How + noun phrase + verb</i>)</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling (Y1)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark (Y1)</p> <p>verb, tense, past tense adjective, noun, noun phrase, comma exclamation, command, statement</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Inform 10 steps</p> <p>Non-chronological report</p> <p><i>Big Blue Whale</i></p>	<p>Non-Chronological Report: Captions and labels to add information to illustrations</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p>	<ul style="list-style-type: none"> You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about When we provide information to our reader, this information is usually in the simple present tense or simple past tense 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>A statement is a type of sentence that are used by writers the most – they are telling the reader something</p> <p>A question is a type of sentence that is asking the reader about something</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p>	<p>letter, capital letter, word, sentence punctuation, full stop, question mark (Y1)</p> <p>verb, tense, past tense adjective, noun, noun phrase, comma statement, question</p> <p>*conjunction – not statutory until Y3, instead can use the term 'linking word'</p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 15 steps</p> <p>Narrative</p> <p><i>Julian is A Mermaid</i></p> <p><i>Splash, Anna Hibiscus!</i></p> <p><i>Dim Sum Palace</i></p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story</p> <p>Review fall-rise story shape for basic narrative structure and introduce other shapes: slow rise and slow fall</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p> <p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>verb, tense, past, present adjective, noun, noun phrase, comma apostrophe</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 10 steps Poetry: Free verse and simile <i>The Puffin Book of Fantastic First Poems</i></p>	<p>Poetry: A specific poetic device used by poets can include a simile: this compares something with something else that the reader can relate to, in order to create a clear picture in their mind</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually present tense or past tense Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p>	<p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand</p>	<p>letter, capital letter, word, sentence punctuation (Y1)</p> <p>verb, noun, noun phrase, tense, present tense, past tense</p> <p>adjective, apostrophe</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>


SUMMER

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 12 steps</p> <p>Narrative (real experiences)</p> <p><i>The Lost Homework</i></p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story</p> <p>Review fall-rise story shape for basic narrative structure and introduce other shapes: slow rise and slow fall</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing 	<p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand</p> <p>Apostrophes are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>verb, tense, past, present adjective, noun, noun phrase, apostrophe</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Inform 10 steps</p> <p>Instructions</p> <p><i>How to Wash a Woolly Mammoth</i></p>	<p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered</p> <p>Written in time (or chronological) order so that the reader acts in the correct sequence or order</p> <p>Can include a list of ‘things/ ingredients/ items’ that the reader will need before acting upon the instructions</p> <p>In order to tell the reader to do something, writers often use command sentences</p>	<ul style="list-style-type: none"> Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past You could speak to the reader directly, using ‘you’ if you need to tell them or ask them to do something Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about When we provide information to our reader, this information is usually in the simple present tense or simple past tense 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p> <p>A statement is a type of sentence that are used by writers the most – they are telling the reader something; a question is a type of sentence that is asking the reader about something; sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p> <p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how or when the action is happening</p>	<p>letter, capital letter, word, sentence punctuation, full stop, question mark (Y1)</p> <p>verb, tense, present tense, past tense adjective, noun, noun phrase, comma, statement, question, command, adverb</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>

 Inform 10 steps Recount <i>Here I Am</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Recount: Written in simple past tense Events are recounted in the time order that they happened</p>	<ul style="list-style-type: none"> Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about When we provide information to our reader, this information is usually in the simple present tense or simple past tense 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling (Y1)</p> <p>Apostrophes are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>verb, tense apostrophe</p> <p>*conjunction – not statutory until Y3, instead can use the term 'linking word'</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 14 steps</p> <p>Narrative</p> <p><i>Super Joe</i> <i>Does Not Do</i> <i>Cuddles</i></p> <p><i>Traction Man</i></p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them. Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story.</p> <p>Review fall-rise story shape for basic narrative structure and introduce other shapes: slow rise and slow fall.</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time 	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind.</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time.</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling (Y1)</p> <p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand</p> <p>Adverbs describe a verb; helps the reader to create a picture in their mind about how or when the action is happening.</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>verb, tense, past present adjective, noun, noun phrase, apostrophe, adverb</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 5 steps</p> <p>Poetry</p> <p><i>Belonging</i> <i>Street</i> <i>Poetry Comics</i></p>	<p>Poetry: A specific poetic device used by poets can include alliteration to experiment with using words that start with the same speech sound – this creates a pleasing rhythm and musicality for the reader.</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind.</p>	<p>Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand</p> <p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how or when the action is happening.</p>	<p>letter, capital letter, word, sentence punctuation (Y1)</p> <p>verb, noun, noun phrase, adjective, adverb, apostrophe</p>