



# 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: <ul style="list-style-type: none"> <li>- describe, explain, give an opinion, recount an event, and tell a story through written texts.</li> <li>- sequence ideas and events logically in sentences across a text.</li> <li>- choose and apply various conjunctions to establish cohesion in texts.</li> <li>- recognise that distinct text structures and language features characterise different types of texts.</li> <li>- experiment with creative wordplay to captivate the reader.</li> <li>- develop punctuation, including question marks and exclamation marks, with precision and for impactful effect.</li> <li>- show an awareness of the criteria for successful task completion.</li> </ul>	Unit - <a href="#">My Worries</a>	Unit - <a href="#">Splendid Sentences</a>	Unit - <a href="#">Splendid Sentences</a>	Unit - <a href="#">To the Top End - Creative Vocabulary</a>	Unit - <a href="#">Dreamtime stories - Narrative Structure</a>	Unit - <a href="#">Dreamtime stories - Narrative Structure</a>	Unit - <a href="#">Dreamtime stories - Narrative Structure</a>	Unit - <a href="#">Narrative Writing - The Day The Crayons Came Home</a>	Unit - <a href="#">Narrative Writing - The Day The Crayons Came Home</a>	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: <ul style="list-style-type: none"> <li>- create concise, persuasive texts incorporating correct language features and visual information.</li> <li>- utilise effective strategies for planning writing ideas, such as making notes, drawing, using diagrams, or planning a sequence of events or information.</li> <li>- identify the context, audience, and purpose of their texts.</li> <li>- craft a combination of simple and compound sentences adeptly to captivate the reader when shaping written texts.</li> <li>- demonstrate the ability to re-read and edit their texts following feedback.</li> </ul>	Unit - <a href="#">Compound Sentences</a>	Unit - <a href="#">Compound Sentences</a>	Unit - <a href="#">Being a Persuasive Writer</a>	Unit - <a href="#">Being a Persuasive Writer</a>	Unit - <a href="#">Being a Persuasive Writer</a>	Unit - <a href="#">Persuasive Writing - Why I love Footy</a>	Unit - <a href="#">Persuasive Writing - Why I love Footy</a>	Unit - <a href="#">Persuasive Writing - Why I love Footy</a>	Unit - <a href="#">Persuasive Writing - Why I love Footy</a>	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: <ul style="list-style-type: none"> <li>- 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.</li> <li>- sequence information and events in texts by employing time connectives.</li> <li>- create texts with contextually precise prepositional phrases for added detail and clarity.</li> <li>- enhance writing with vivid detail by incorporating action, saying, relating and sensing verbs.</li> <li>- build descriptions of people and things by effectively utilising noun groups.</li> <li>- begin to explore and experiment with various sentence structures to convey information effectively.</li> <li>- develop basic editing skills, including self-revision and peer review, with guidance.</li> </ul>	Coming soon	Unit - <a href="#">Non-Fiction - Animal Habitat</a>	Unit - <a href="#">Non-Fiction - Animal Habitat</a>	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Unit - <a href="#">Procedures with Recipes</a>	Unit - <a href="#">Procedures with Recipes</a>	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: <ul style="list-style-type: none"> <li>- 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.</li> <li>- develop an understanding of quotation marks for simple dialogue.</li> <li>- create expressive and imaginative poetry, demonstrating an evolving mastery of poetic devices, figurative language, rhythm, and sound patterns</li> </ul>	Coming soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Unit - <a href="#">Character Creation - Stick Man</a>	Unit - <a href="#">Character Creation - Stick Man</a>	Revision/ Assessment