



*...putting children at the heart of everything
we think, say and do.*



Year 2

2024-2025

Curriculum Planning Booklet

Writing

What are we trying to achieve? (INTENT)

The threads in our curriculum builds our children's cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.

Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our children the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our children, staff, parents and Create Partnership Trust.

Curriculum Threads (based upon ideas from Three Bridges Primary School)	Mind, body and soul: Our Physical and mental well-being	Our place in the world: Identity and Community	Nurturing nature: Sustainable development	What we are striving for: Peace v Conflict	Using our voice for good: Power and governance	Citizens of the world: Social justice and equity
	Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness: it can also impact positively upon the well-being of the group, school and of the wider community.	Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes. We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far.	There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future.	In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict.	Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future.	All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this.

Considering the four purposes of writing, the progression of teaching writing is as follows:

	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Y ₁ -Y ₂	✓	✓		
Y ₃ -Y ₄	✓	✓	✓	
Y ₅ -Y ₆	✓	✓	✓	✓

Year 2

By the beginning of year 2, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Notes and guidance (non-statutory): Transcription

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.

At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Notes and guidance (non-statutory) : Handwriting

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Notes and guidance (non-statutory): Composition

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Notes and guidance (non-statutory): Vocabulary, Grammar and Punctuation

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

The following statements for **Spoken Language** apply to all years. The content should be taught at a level appropriate to the age of the pupils, with pupils building on oral language skills that have been taught in preceding years.

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The following list of writing objectives have come from the Birmingham Continuum for Writing, which breaks the NC2014 document into smaller steps and from the HHPS Oracy Progression which has been developed in conjunction with Voice 21 to develop oracy skills across the school.

Prior Knowledge	New Knowledge: Autumn Term
<p>In Y1, children working at the expected standard can: After discussion with the teacher:</p> <ul style="list-style-type: none"> • Form letters and digits accurately • Use upper and lower-case letters which are appropriate in size relative to each other • Use uniformity in spacing of letters and words • Spell words containing each of the phonemes already taught • Spell some common exception words correctly • Use letter names to distinguish between alternative spellings of the same sound • Punctuate sentences with a capital letter and a full stop • Use capital letters for names of people, places and days of the week, and for the personal pronoun, I • Begin to use question marks appropriately • Use ! at the end of some sentences as appropriate • Use time conjunctions to show first/next/then etc when sequencing events • Join words and clauses using <i>and</i> • Use suffixes -s and -es to create plural nouns • Use the prefix un- to change the meaning of words • Use the suffix -ing/-ed where no change is needed in the spelling of the root word • Write from memory simple sentences dictated by the teacher • Compose a sentence orally before writing it • Sequence sentences to write short narratives • Read aloud their writing clearly enough to be heard by their peers and the teacher • Speak clearly and confidently when explaining displayed learning to an adult • Evaluate learning, maintaining eye contact with the audience 	<p>In writing, most Y2 children will be able to: After discussion with the teacher:</p> <ul style="list-style-type: none"> • Form all letters and digits accurately and with consistent size and spacing • Segment words into phonemes and spell many of these correctly • Use commas to separate items in a list • Use co-ordinating conjunctions to join independent clauses • Write, from memory, simple sentences dictated by the teacher • Learn the difference between statements and commands • Learn how to plan and draft writing • Learn how to use adjectives to create expanded noun phrases • Re-read their writing to check that it makes sense <p>In spoken language, most Y2 children will be able to:</p> <ul style="list-style-type: none"> • Use non-verbal signals confidently to indicate the contributions they wish to make: agree/disagree/build • Choose the most appropriate sentence stem, independently • Use talk tokens to independently take turns and ensure all members contribute • Justify their dis/agree choice with relevant explanations • Take on the summariser role in a trio discussion • Use technical, subject-specific vocabulary when explaining opinions

Prior Knowledge	New Knowledge: Spring Term
<p>Most children working at the expected standard can:</p> <p>After discussion with the teacher:</p> <ul style="list-style-type: none"> • Form all letters and digits accurately and with consistent size and spacing • Segment words into phonemes and spell many of these correctly • Spell some common exception words correctly • Use letter names to distinguish between alternative spellings of the same sound • Punctuate sentences with a capital letter and a full stop • Use capital letters for names of people, places and days of the week, and for the personal pronoun, I • Begin to use question marks appropriately • Use ! at the end of some sentences as appropriate • Use commas to separate items in a list • Learn the difference between statements and commands • Use time conjunctions to show first/next/then etc when sequencing events • Use co-ordinating conjunctions to join independent clauses • Use suffixes -s and -es to create plural nouns • Use the prefix un- to change the meaning of words • Use the suffix -ing/-ed where no change is needed in the spelling of the root word • Learn how to plan and draft writing • Learn how to use adjectives to create expanded noun phrases • Compose a sentence orally before writing it • Use technical, subject-specific vocabulary when explaining opinions • Re-read their writing to check that it makes sense • Read aloud their writing clearly enough to be heard by their peers and the teacher • Speak clearly and confidently when explaining displayed learning to an adult • Evaluate learning, maintaining eye contact with the audience • Write, from memory, simple sentences dictated by the teacher 	<p>In writing, most Y2 children will be able to:</p> <p>After discussion with the teacher:</p> <ul style="list-style-type: none"> • Start using some of the diagonal and horizontal strokes needed to join letters • Learn to spell some common exception words • Learn to spell words with contracted forms • Distinguish between homophones and near-homophones • Use an apostrophe for contractions • Learn the possessive apostrophe for singular nouns • Use past and present tense correctly and consistently • Use subordination (when, if, that, because) • Learn how to use questions and exclamation sentences • Write poetry <p>In spoken language, most Y2 children will be able to:</p> <ul style="list-style-type: none"> • Begin to understand the importance of posture when speaking • Take on the proper role in a trio discussion • Use taught vocabulary independently, if not always accurately • Retell an event calmly in logical order • Use talk detectives to ensure all members contribute, give feedback

Prior Knowledge	New Knowledge: Summer Term
<p>Most children working at the expected standard can: After discussion with the teacher:</p> <ul style="list-style-type: none"> • Form all letters and digits accurately and with consistent size and spacing • Start using some of the diagonal and horizontal strokes needed to join letters • Learn to spell some common exception words • Learn to spell words with contracted forms • Distinguish between homophones and near-homophones • Punctuate sentences with a capital letter and a full stop • Use capital letters for names of people, places and days of the week, and for the personal pronoun, I • Use commas to separate items in a list • Use an apostrophe for contractions • Learn the possessive apostrophe for singular nouns • Learn the difference between statements and commands • Learn how to use questions and exclamation sentences • Use time conjunctions to show first/next/then etc when sequencing events • Use past and present tense correctly and consistently • Use co-ordinating conjunctions to join independent clauses • Use subordination (when, if, that, because) • Use suffixes -s and -es to create plural nouns • Use the prefix un- to change the meaning of words • Use the suffix -ing/-ed where no change is needed in the spelling of the root word • Learn how to plan and draft writing • Learn how to use adjectives to create expanded noun phrases • Compose a sentence orally before writing it • Use technical, subject-specific vocabulary when explaining opinions • Re-read their writing to check that it makes sense • Evaluate learning, maintaining eye contact with the audience • Write, from memory, simple sentences dictated by the teacher • Write poetry • Moderate tone and volume to match the audience • Maintain suitable posture throughout a spoken contribution 	<p>In writing, most Y2 children will be able to: After discussion with the teacher:</p> <ul style="list-style-type: none"> • Add suffixes to spell longer word incl: -ment/ -ness/ -ful/ -less/ -ly • Add suffixes -ed, -er, -est, -ing • Use some of the strokes needed to join letters • Consider what they are going to write before beginning • Make simple additions, revisions and corrections to their writing • Read aloud what they have written to make the meaning clear • Use taught punctuation correctly (FS / CL / ! / ? / Comma for List / Apostrophe for Contraction and Singular Possession) <p>In spoken language, most Y2 children will be able to:</p> <ul style="list-style-type: none"> • Maintain suitable posture throughout a spoken contribution • With support, identify a suitable question in response to a stimulus • Be able to change their mind in response to another person's argument • Be aware of where to look or stand to ensure the audience can hear clearly • Take on the instigator role in a trio discussion • Include taught vocabulary appropriately and independently in discussions

How will we achieve our intent? (IMPLEMENTATION)

Y2: Autumn

Y2 Overview: Writing to Inform – Scientific Explanation	
<p>a. Transcription via daily phonics + weekly Rocket Words (read) Use phonics lessons (5 x 30mins) and Rocket Words</p> <p>a. Segment words into phonemes and spell many of these correctly</p> <p>b. Write, from memory, simple sentences dictated by the teacher</p>	<p>3. Composition, Vocabulary, Grammar & Punctuation 10 lessons</p> <p>Key Learning: cohesion, accurate sentence demarcation, expanded noun phrases, dialogue</p> <p>a. Understand nouns: <i>explain our writing goals for this unit. explore nouns inside and outside of the classroom – relating to nature; use non-verbal signals to agree/disagree/build with identification of nouns. Collect items for sensory experience.</i></p> <p>b. Segment words into phonemes and spell many of them correctly: <i>make a list of nature nouns</i></p> <p>c. Understand adjectives: <i>explore placement of adjective before noun, explore purpose of adjectives, collect bank of precise adjectives for nouns relating to nature. (an adjective before a noun creates an expanded noun, adding information after the noun creates an expanded noun phrase) scaffold with Sentence Lego / colourful semantics?</i></p> <p>d. Re-read my writing to check it makes sense: <i>write a series of statements using adjectives and nouns (ie the tall tree waves in the wind / the busy birds sing goodbye as they fly away, the stone bench sits silently) [insist upon accurate sentence demarcation]</i></p>
<p>b. Handwriting via discrete, daily teaching (3x 15 mins)</p> <p>a. Form all letters and digits accurately and with consistent size and spacing (follow schedule dictated by phonics learning)</p>	

To draft my writing TEXT: Goodbye Summer, Hello Autumn

Individual Writing Project: We are going to write a non-fiction text about Autumn

- e. Consider the audience and purpose of the writing: (use these 'mastery' questions to explore the text... include other questions to scaffold and stretch) *consider the purpose and audience this book what makes a non-fiction text? ... what do you like about this text?...how does the author bring nature to life?*
- f. Use talk tokens to take turns: *read 'Tree' & 'Hello Autumn'* (use these 'mastery' questions to explore the text... include other questions to scaffold and stretch) *what is the same about these books? ... what is different?...how does each author bring nature to life? (who is talking?)*
- g. Use expanded noun phrases effectively: *which elements in our school grounds are alive, not alive, never been alive? (tree, logs, stones... describe these using present tense sentences and expanded noun phrases) – provide sentence stems/Lego to support writing dialogue*
- h. Plan to write: *use a graphic organiser to plan a 6-step text explaining Nature in a season of your choice 'Hello xxx in Hodge Hill'*
- i. Use a plan to draft writing:
- o Compose a sentence orally before writing it
 - o REVISE my writing to improve cohesion (make additions / amendments as needed)
 - o Segment words into phonemes and spell many of them correctly
 - o Re-read my writing to check it makes sense **[insist upon accurate sentence demarcation]**



SCAFFOLD – Sentence Lego

Use lego bricks akin to Colourful Semantics. ie Noun (orange bricks), Verb (yellow bricks), Adjective (purple bricks), Article (white bricks)

Y2 Overview: Writing to Entertain – Short Story

<p>1. Transcription via daily phonics + weekly Rocket Words (read and spell)</p> <p><i>Use phonics lessons (5 x 30mins) and Rocket Words</i></p> <p>a. Segment words into phonemes and spell many of these correctly</p> <p>b. Write, from memory, simple sentences dictated by the teacher</p>	<p>3. Composition, Vocabulary, Grammar & Punctuation 15 lessons</p> <p>Key Learning: cohesion, expanded noun phrases, co-ordination, statements, commands</p> <p>a. Use co-ordinating sentences to join independent clauses (standalone sentences relating to a sea habitat): <i>provide a common sentence opener and ask children to complete the idea in three different ways using and, but, so</i></p> <p>b. Use co-ordinating sentences to join independent clauses: <i>provide a seascape stimulus and ask children to create a series of statements expanded with and, but, so</i></p> <p>c. Re-read work to check it makes sense: <i>work in pairs to read yesterday's work. Check for cohesion – make amendments or additions as needed; check for accurate sentence demarcation</i></p>
<p>2. Handwriting via daily, discrete teaching (3 x 15mins)</p> <p>a. Form all letters and digits accurately and with consistent size and spacing (follow schedule dictated by phonics learning)</p>	

Text: Somebody Swallowed Stanley

Class Writing Project: We will work in groups to plan and write a short story. We will give our story to next year's Y2 class to read at the start of this unit next year!

EXPLAIN and AGREE our writing goals for this unit

- d. Take on the **summariser** role in trio discussion: *Read the story together (use these 'mastery' questions to explore the text... include other questions to scaffold and stretch) what is the important message in this story?... what is the impact of the repeated phrases?...who is the intended audience?*
- e. Understand statements: *read the story again to identify statements. Write a series of statements to describe what happens to Stanley at three different points in the story; use and, but, so to expand ideas. [insist upon accurate sentence demarcation]*
- f. Understand commands: *read PLASTIC. Write a series of commands to tell the reader what NOT to do with plastic (ie don't throw plastic in the ocean – it could harm the animals)*

Class Writing Project: Work in trios.

- g. Plan a to write a short story: *use a graphic organiser to plan a story with three elements in which a piece of plastic is captured and then released. Decide upon a plastic 'character', a setting and up to three congruent events. Add expanded noun phrases where appropriate. Add commands at appropriate intervals.*
- h. Use a plan to draft writing
 - o Compose a sentence orally before writing it – use **and, but, so** to expand some sentences
 - o REVISE my writing to improve cohesion (make amendments and revisions as needed)
 - o Segment words into phonemes and spell many of them correctly
 - o Re-read each sentence to check it makes sense **[insist upon accurate sentence demarcation]**

Publish the work: *assign roles within the original group*

- i. Re-draft the complete story using neatest handwriting
 - j. Illustrate the work
- PRESENT** the finished work to a partner class so they can keep it for next year!

Y2 Overview: Writing to Inform – Persuasive Letter

<p>1. Transcription via daily phonics + weekly Rocket Words (read & spell) <i>Use phonics lessons (5 x 30mins) and Rocket Words to</i></p> <p>a. Segment words into phonemes and spell many of these correctly</p> <p>b. Write, from memory, simple sentences dictated by the teacher</p>	<p>3. Composition, Vocabulary, Grammar & Punctuation 15 lessons</p> <p>Key Learning: cohesion, co-ordination, statements, commands, commas in list</p> <p>a. Use commas to separate items in a list: dictate sentences in the context of litter pollution. Insist upon accurate sentence demarcation.</p> <p>b. Use commas to separate items in a list: <i>work in pairs to gather items from the classroom. Write these into appropriate lists. Insist upon accurate sentence demarcation. (Safa has a red pencil, a chair with some writing on it and an old book.)</i></p>
<p>2. Handwriting via daily, discrete teaching (3 x 15mins)</p> <p>a. Form all letters and digits accurately and with consistent size and spacing (follow schedule dictated by phonics learning)</p>	

Text: Letter to Greenpeace

Class Writing Project: We will work in pairs to write a letter

EXPLAIN and AGREE writing goals for this unit

c. **Use non-verbal signals** confidently to indicate the contributions they wish to make: agree/disagree/build: *read the text (use these 'mastery' questions to explore the text... include other questions to scaffold and stretch) what is the important message of this book? ... who do you think the book is written for? ...*

d. Write, from memory, simple sentences dictated by the teacher: *read the text; collect words for vocab bullseye - pollution, environment, pollutant, chemical, extinct, contaminate, damage... use dictation to apply some of these words in cohesive sentences. [insist upon accurate sentence demarcation]*

e. Learn the difference between statements and commands: *read the text again to categorise different sentences as statements, (questions) and commands; orally compose and then write own statements and commands in the context of pollution*

f. Use commas to separate items in a list: *complete an environmental walk. Children work in pairs to write a list of 'pollutants' found.*

Paired Writing Project: we are going to write a letter to persuade people to be more conscious of the impact of pollution... who will we write to? Who will be able to help?

g. **Justify their choice with relevant explanations:** *choose the recipient of the letter, (orally) justify choice with reasons [use co-ordinating conjunctions, and, but, so]*

h. Plan a letter: *reduce pollution... give chn choice of recipient; use technical vocabulary, statements and commands, co-ordinating conjunctions, commas in list*

i. Compose a sentence orally before writing it

j. Re-read each sentence to check it makes sense before writing the next **[insist upon accurate sentence demarcation]**

Publish the work:

k. Use best handwriting to re-present your work: *class teacher to send letters to recipients*

Y2 Overview: Writing to Entertain – Character Description

1. Transcription

via daily phonics + weekly Rocket Words (read & spell)

Use phonics lessons (5 x 30mins) and Rocket Words to

- Segment words into phonemes and spell many of these correctly
- Write, from memory, simple sentences dictated by the teacher

2. Handwriting

via daily, discrete teaching (3 x 15mins)

- Form all letters and digits accurately and with consistent size and spacing (follow schedule dictated by phonics learning)



3. Composition, Vocabulary, Grammar & Punctuation

12 lessons

Key Learning: develop imagination, cohesion

- Use expanded noun phrases effectively: *remind pupils that expansion comes before and after the noun...using the image [left], develop imagination with these mastery questions: what is its name? where is its habitat? Is it frightening or funny? Split class into groups and give each group a task to describe a particular part of the animal using expanded noun phrases: body / skin (hide) / teeth / humps / hair / beard / neck. Create a class word mosaic*
- To develop imagination : *read text1. Use appropriate questions to interrogate the meaning of the text. Work in groups to write a **taster draft** – describe the setting / describe the movement of the creature / describe the importance of the weed / describe. **Whose work was the most... Imaginative? Cohesive? Descriptive?***
- To develop cohesion: *read text1; (ask groups to consider one of these questions and then feedback to the class using a **jigsaw** activity) **how does the author create such an original animal? ... which words make the animal sound frightening? ... what sounds make you laugh? ...which are your favourite words/phrases? ... why does the author include italics?***
- Segment words into phonemes and spell many of these correctly : *read text1 find 'ie' words in the poem as well as 'eous' words. Find other words that might be suitable for later writing.*

Text1: The Hippocrump – Edward Lear, Text2: The Hippocrump – continued, The Snitterjipe (in 'I like this poem'), The Bogus Boo, Flanimals

Class Writing Project: We will work in pairs to create an imaginary animal

EXPLAIN and AGREE writing goals for this unit

- To develop imagination: *read text1 + text2 to understand the story of the Hippocrump. Compare this animal with a selection of others from the reading list. **What features do they have in common?** Work in pairs to design your own animal using words/phrases from across the texts offered. Will your animal be... fierce / gentle? large / small? Sketch (or create 3d model) your animal and add labels (expanded noun phrases)*
- Understand how to plan writing: *Box Up a three-part story which describes the appearance of creature, the movement of the creature, the unlikely or funny end of the creature (refer to ending of the Hippocrump)*
- Use a plan to draft writing:
 - o Compose a sentence orally before writing it
 - o REVISE my writing to improve cohesion (make amendments and revisions as needed)
 - o Segment words into phonemes and spell many of these correctly
 - o Re-read each sentence to check it makes sense before writing the next [**insist upon cohesion and accurate sentence demarcation**]

Publish the work: AUTHOR'S CHAIR

- Evaluate others' writing: *share writing. Whose was the most... cohesive? creative? **justify your opinion***

Y2 Overview: Writing to Inform –Science (Habitats) Report

<p>1. Transcription via daily phonics + weekly Rocket Words (read & spell) Use phonics lessons (5 x 30mins) and Rocket Words to</p> <p>a. Segment words into phonemes and spell many of these correctly</p> <p>b. Write, from memory, simple sentences dictated by the teacher</p>	<p>3. Composition, Vocabulary, Grammar & Punctuation 12 lessons</p> <p>Key Learning: cohesion, co-ordination, commas in list</p> <p>a. Use talk tokens in a trio discussion: review learning about habitats - discuss most interesting thing learnt / compare different habitats / specific vocabulary I now know – teacher to scribe key ideas</p> <p>b. Use commas in a list: use dictation to insert commas to list different animals that live in different habitats (include expanded noun phrases)</p> <p>c. Use co-ordination to join independent clauses: copy and complete given sentence starters in three different ways [Clown fish live in the ocean but... and... so...]</p>
<p>2. Handwriting via daily, discrete teaching (3 x 15mins)</p> <p>a. Form all letters and digits accurately and with consistent size and spacing (follow schedule dictated by phonics learning)</p>	
<p>Text1: Birmingham, Text2: Castles, Text3: Polar Bears</p> <p>Individual Writing Project: We will plan in pairs and then individually write a report about Habitats to present at our Pop-Up exhibition</p> <p>EXPLAIN and AGREE writing goals for this unit</p> <p>d. Take on the summariser role in a trio discussion: read three texts - find common features – audience & purpose / sub-headings / technical language / general subject / present tense / formal language / statements or commands... which format do you prefer/will you use to write about habitats?</p> <p>e. Understand how to plan writing: Provide a graphic organiser (A3) to allow pupils to decide on a layout for their report; sections should include writing and images. Pupils can decide to focus on animals/food chains within one habitat, or to contrast two or three habitats. Model how to use questions for subheadings as well as a 'did you know' section. Populate each section with ideas including commas in list and some co-ordination</p> <p>f. Use a plan to draft writing:</p> <ul style="list-style-type: none">o Compose a sentence orally before writing it – include commas in list and some co-ordinationo REVISE my writing to improve cohesion (make amendments and revisions as needed)o Segment words into phonemes and spell many of these correctlyo Re-read each sentence to check it makes sense before writing the next [insist upon cohesion and accurate sentence demarcation] <p>Publish the work:</p> <p>g. Re-present the work: presentation should be suitable for pop-up exhibition</p>	

Y2 Overview: Writing to Inform – Wanted Poster

1. Transcription

via daily phonics + weekly Rocket Words (read & spell)

- Use phonics lessons (5 x 30mins) and Rocket Words to*
- a. Segment words into phonemes and spell many of these correctly
 - b. Write, from memory, simple sentences dictated by the teacher

2. Handwriting

via daily, discrete teaching (3 x 15mins)

- a. Form all letters and digits accurately and with consistent size and spacing (follow schedule dictated by phonics learning)

3. Composition, Vocabulary, Grammar & Punctuation

10 lessons

Key Learning: cohesion, co-ordination, commas in list, expanded noun phrases

- a. Use expanded noun phrases effectively: use **dictation** to describe a previously studied animal/character (include commas in list + co-ordination + Y2 CEWs)

Text1: Goldilocks, Text2: Little Red Riding Hood, Text3: Three Little Pigs, Text4: 2020 Pupil B (piece E)

Individual Writing Project: We will write a wanted poster. We will plan in pairs, and then write individually. Your teacher will use this writing to assess your progress this term; this is your chance to show off!

EXPLAIN and AGREE writing goals for this unit

- b. Take on the **summariser** role in a trio discussion: **read text4** – (use these ‘mastery’ questions to explore the text... include other questions to scaffold and stretch) **which well-known story did this Y2 pupils base their writing on? What is the impact of using expanded noun phrases? Who is the author talking to?**
- c. Understand how to plan writing: *Explore text1/2/3. Identify potential threat to public safety and use myturn/yourturn to create a **taster draft** description for one of the characters. Work in pairs to evaluate the taster draft... which is the most effective expanded noun phrase? Have you managed to convince the reader about the potential danger? Explore how to replace your chosen character with another animal... what words/phrases/descriptions will you need to alter?*
- d. Use a plan to draft writing: [write directly onto a template]
 - o Compose a sentence orally before writing it – include commas in list, expanded noun phrases and some co-ordination
 - o REVISE my writing to improve cohesion (make amendments and revisions as needed)
 - o Segment words into phonemes and spell many of these correctly
 - o Re-read each sentence to check it makes sense before writing the next [**insist upon cohesion and accurate sentence demarcation**]

Publish the work: AUTHOR’S CHAIR

- e. Evaluate others’ writing: *share writing. Whose was the most... cohesive? imaginative? **justify your opinion***

Y2: Spring

Y2 Overview: Writing to Entertain – Poem

1. Transcription

Use *No Nonsense Spelling*, (5 x 15mins) Spring 1:

- a. **Spr1 Wk1:** Strategies at the point of writing; teach, practise and apply /ai/ 'y'; strategies for common exception words
- b. **Spr1 Wk2:** Teach, practise and apply contractions; revise and practise /l/ 'le'; teach and practise proofreading

2. Handwriting

(3 x 15mins)

- a. Start using some of the diagonal and horizontal strokes needed to join letters
 - i. Lead-in and lead-out flicks – vowels: α
 - ii. Lead-in and lead-out flicks – vowels: ω

3. Composition + Vocab, Grammar & Punctuation

10 lessons

Key Learning: cohesion, possessive apostrophe, onomatopoeia, expanded noun phrase (simile)

- a. Take on the **prober** role in a trio discussion: *list modes of transport, who has ever been on... tell me more about... what noise does a (bus/train/plane/rocket/horse) make?; discuss concept of onomatopoeia and 'draw' some of the sounds that transport might make*
- b. Use expanded noun phrases effectively: *teach simile as a type of expanded noun phrase, in the context of transport*
- c. Use the possessive apostrophe: *singular nouns (ie the train's whistle says..., the car's horn goes...)*

Text1: Song of the Train, Text2: Click into Gear, Text3: Go, Go, Go, Text4: Transport Poem

[Song of the Train by David McCord - YouTube](#), + Poems about Journeys/Transport

Individual Writing Project: We are going to write a transport poem using onomatopoeia and similes

EXPLAIN and AGREE writing goals for this unit

- d. Understand how to engage the reader – using a sliver of a poem, use mastery questions to elicit understanding

The wheels are suns;
spindles
thin as spaghetti,
spinning
in a blur.
Chrome peels back
like a silver scab.

Brake lights flare
flickering like fire –
as she screams to a halt.

What is this poem describing? What is the impact of using similes? How does the use of onomatopoeia help the reader?

- e. Revise effectively: Use **text4** to model how to add similes, making additions and amendments to the poem
- f. Plan to write: *Label an image of your chosen transport with similes and onomatopoeia which describe the movement and sound it creates*
- g. Use a plan to draft writing – one verse at a time:
 - o Compose a sentence orally before writing it – include similes and onomatopoeia
 - o REVISE my writing to improve cohesion (make amendments and revisions, change order as needed)
 - o Segment words into phonemes and spell many of these correctly
 - o Re-read each sentence to check it makes sense before writing the next **[insist upon cohesion]**

Perform the work:

- h. **Begin to understand the importance of posture when speaking:** *perform your poem to a small group*

Y2 Overview: Writing to Inform –Ed Visit Recount

1. Transcription

Use *No Nonsense Spelling*, (5 x 15mins) Spring 1:

- a. **Spr1 Wk3:** Teach and practise -ing, -ed, -er, -est; teach and practise adding 'y'; strategies for learning words; dictation
- b. **Spr1 Wk4:** Teach, practise and apply /i/ 'ey'; teach, practise and apply homophones and near homophones
- c. **Spr1 Wk5:** Teach and practise /r/ 'wr'; common exception words; strategies for learning words

2. Handwriting

- (3 x 15mins)
- a. Start using some of the diagonal and horizontal strokes needed to join letters
 - i. Lead-in and lead-out flicks – vowels: i, u
 - ii. Lead-in and lead-out flicks – vowels: *a, e, i*
 - iii. Lead-in and lead-out flicks – vowels: *a, e, u*

3. Composition + Vocab, Grammar & Punctuation

15 lessons

Key Learning: cohesion, past/present tense, subordination, exclamation

- a. Use past and present tense correctly: *explore past tense verbs, regular and irregular. Use tarsia puzzle to match past/present; record past/present in a table; use cloze procedure and insert accurate tense in sentences*
- b. Learn how to use exclamation sentences: *explore the use of ! in reading this week; use dictation to teach exclamation sentences beginning with what/how*
- c. Use subordination: *copy and complete given sentence stems in three different ways*
 - o *When I saw the penny farthing...*
 - o *The penny farthing was difficult to ride because...*
 - o *If you wanted to get on the penny farthing...*

Text1: RECOUNT – summer holidays, Text2: RECOUNT aquarium, Text3: Recount Cov Transport Museum

Paired Writing Project: We are going to work in pairs to PLAN our writing with a partner – we will each write our own recount of our visit to the Coventry Transport Museum, using the plan that we have worked on together. We will give these recounts to our parents to let them know how much we enjoyed the visit.

EXPLAIN and AGREE writing goals for this unit

- d. **Use talk detectives to ensure all members contribute:** *retell the events from our visit, in a logical order; provide images and key vocab and prompt questions for the group – what was the most interesting thing? Explain what you know now that you didn't know before...*
- e. Plan writing: *use text1 and text2 to consider the key features of writing. What do both have in common? How can we use this information to plan out own recount? Work in pairs and use a template with prompt questions to set out the key information.... Include a thank you for parents for allowing us to attend the visit.*
- f. Revise writing: *Class composition – use text3 to study a recount... what can we do collectively to improve this work? (key learning, subordination, exclamation, expanded noun phrases)*
- g. Use a plan to draft my writing:
 - o Compose a sentence orally before writing it – expanded noun phrases, accurate tense, exclamation sentence, some subordination
 - o REVISE my writing to improve cohesion (make amendments and revisions, change order as needed)
 - o Segment words into phonemes and spell many of these correctly
 - o Re-read each sentence to check it makes sense before writing the next [**insist upon cohesion and accurate sentence demarcation**]

Publish the work:

- h. Re-present the work: *presentation should be suitable for giving to parents*

Commented [CP1]: We need to tailor this to information learnt about in school - no ed-visit!

No More Marking: 17th Feb – 28th Feb...need to move this to the following week due to ½ term!

Y2 Overview: Writing to Entertain – Poem

1. Transcription

Use *No Nonsense Spelling*, (5 x 15mins) Spring 1 and 2:

- a. **Spr1 Wk6:** Teach, practise and apply -ing, -ed, -er, -est; common exception words; strategies at the point of writing
- b. **Spr2 Wk1:** Teach, practise and assess /o/ 'a'; mnemonics

2. Handwriting

(3 x 15mins)

- a. Start using some of the diagonal and horizontal strokes needed to join letters
 - i. Lead-in and lead-out flicks – consonants: c, d,
 - ii. Lead-in and lead-out flicks: c, c, d, d

3. Composition

10 lessons

Key Learning: cohesion, question, expanded noun phrase, apostrophe for possession and contraction

- a. **Use taught vocabulary independently:** provide a vocabulary continuum to explore hues and tints of known colours. Take children on a learning walk to find items inside and outside of the school in varying degrees of colour.
- b. Use questions accurately: Referring to yesterday's lesson, ask 'What is colour?' Use 'tell me more about...' to encourage children to describe the appropriate noun using expanded noun phrase. **MODEL question - Notice that the ? always comes at the end of the sentence and replaces FS or !**

Text1: What is Pink – sliver, Text2: What is Pink - full

Paired Writing Project: We will work in pairs to create a poem full of questions. We will use this work for display.

EXPLAIN and AGREE writing goals for this unit

- c. Understand the purpose of apostrophes: read *text1* again. Notice the use of apostrophe for possession and apostrophe for contraction. Create a poster to show how to use the apostrophe in two different ways. [could use list of word sums to show apostrophes for contraction. (I + will = I'll...) and a series of images to show apostrophes for possession]
- d. Quick Writing: use *text1* to introduce the first four lines of a poem. Challenge pupils to produce a **taster draft** – four lines of a poem using a different colour. Can they include rhyming couplets? Can they include a question about colour? Can they emphasise their chosen colour by contrasting it with another? **EVALUATE** the writing of others by reading aloud each taster draft and vote on which was their favourite image.
- e. Use subordination effectively: read *text2* and use these mastery questions to analyse it – why is the ending so memorable? How is a pattern created? How important is the exclamation mark? Explain using 'when', 'if' and 'because' and other subordination as appropriate
- f. Plan to write: using *What is Pink* as a model, work in pairs to create a poem using one of these challenges:
 - o Uses different colours and has a surprising ending
 - o Use the same colours but different images
 - o Uses only one colour
 - o Links colours to a feeling or emotion
- g. Use a plan to draft writing:
 - o Compose a sentence orally before writing it – include apostrophe for possession + contraction, include questions
 - o REVISE my writing to improve cohesion (make amendments and revisions, change order as needed)
 - o Segment words into phonemes and spell many of these correctly
 - o Re-read each sentence to check it makes sense before writing the next **[insist upon cohesion]**

Publish the work:

- h. Re-present the work: use neatest handwriting. Illustrate as appropriate.

Y2 Overview: Writing to Entertain – Short Story

1. Transcription

Use *No Nonsense Spelling*, (5 x 15mins) Spring 2:

- c. **Spr2 Wk2:** Revise, practise and assess /z/ 's'; homophones
- d. **Spr2 Wk3:** Teach, practise and apply -es; strategies for learning words

2. Handwriting

(3 x 15mins)

- a. Start using some of the diagonal and horizontal strokes needed to join letters
 - i. Lead-in and lead-out flicks: l, m, n
 - ii. 'underarm joins': man, lid, un

3. Composition, Vocabulary, Grammar & Punctuation

15 lessons

Key Learning: cohesion, apostrophe for possession and contraction, subordination and co-ordination

- a. Use apostrophe's accurately: *singular noun & contraction... compare hobbies and personalities (Ahmed's favourite game is football, but I'm better at cricket.)*
- b. Use subordination effectively: *use the image (below) to answer the following questions, using subordination where appropriate [if, when, because, although]*
 - o *What can you see?*
 - o *Who can you see?*
 - o *Why are they there?*
 - o *How are the characters feeling?*
 - o *What are the characters saying?*

Text1: Mr No-Book characters, **Text2:** Mr No-Book full, **Text3:** The Selfish Giant, **Text4:** The Pied Piper of Hamelin

Paired Writing Project: We will work in pairs to plan a story for a Y1 audience – but we will write it individually

EXPLAIN and AGREE writing goals for this unit

- c. Develop imagination: *present the names of 4 characters (Mr No-book, Fairy Do-nothing, Fairy Teach-all and Giant Snap-'em-up). Ask pupils to work in pairs to suggest likely personalities for these characters. Work in pairs to produce a **taster draft** to describe at least two of the characters (appearance & personality). EVALAUTE this work to vote which is the most imaginative, cohesive, descriptive...*
- d. Make a reasoned prediction: *read and understand text2. Which words make you think this story was written long ago? Why does the author NOT tell us where he lives or who his parents are? What do you think is likely to happen in this story? Write a simple prediction, using subordination.*
- e. Develop imagination: *read text3 + text4. How did the main characters in each story learn their lesson? What was the message of the story? Which story did you like the best? Explain?*
- f. Plan to write: *taking inspiration from the texts read – and other fairy tales that you know – plan to write a three-step story using one of these ideas:*
 - o Develop the day-dreaming idea - *write about a boy or girl who can't stop dreaming about... does it get them into trouble?*
 - o Mr No-book - *could this be a story about someone who learns to love reading?*
 - o Giant Snap-'em-up – *put the giant at the centre of the story. Who will stop him?*
 - o Try to include some words from the past 'yore', 'master', 'mistress'
- g. Use a plan to draft writing:
 - o Compose a sentence orally before writing it – include apostrophe for possession + contraction, include subordination and co-ordination
 - o REVISE my writing to improve cohesion (make amendments and revisions, change order as needed)
 - o Segment words into phonemes and spell many of these correctly
 - o Re-read each sentence to check it makes sense before writing the next [**insist upon cohesion and accurate sentence demarcation**]

Publish the work: AUTHOR'S CHAIR

- h. Read your story to Y1.



Y2: Summer

Y2 Overview: Writing to Entertain – Setting Description

1. Transcription

Use No Nonsense Spelling, (5 x 15mins) Summer 1:

- a. Spr2 Wk4: Teach, practise and apply the possessive apostrophe for singular nouns; teach an practise strategies at the point of writing

2. Handwriting

(3 x 15mins)

- a. Start using some of the diagonal and horizontal strokes needed to join letters
 - i. Lead-in and lead-out flick: b, p, s

3. Composition + Vocab, Grammar & Punctuation

7 lessons

Key Learning: cohesion, apostrophe for possession and contraction, subordination and co-ordination

Link to History: Transport

- a. Use taught punctuation correctly: *DICTATE simple setting description to check use of FS / CL / ! / ? / Comma for List / Apostrophe for Contractions and for Singular Possession*

Text1: Schoolyard Setting, Text2: Shops Setting, Text3: Park Setting Text4: Setting - Coastal

Individual Writing Project: We will write an individual description using all of the skills we have learnt this year. Your teacher will use this work to see what else you need to learn to be a great writer!

EXPLAIN and AGREE writing goals for this unit

- b. Understand the purpose of writing: read *text1*. What can you see/hear? How does it feel? Which words help you to visualise the scene? Read *text2* & *text 3*. What can you see/hear? How does it feel? Which words help you to visualise the scene? Collect words/phrases that might help you in your writing.
- c. Take on the **instigator** role in trio discussion: provide image of (busy train station / coastal area) and ask pupils to describe the setting: (encourage chn to use some of the phrases collected last lesson)
 - a. What can you hear?
 - b. What can you see?
 - c. What can you feel?
- d. Draft writing: use slow writing constraints:
 - I. Include an expanded noun phrase
 - II. Include commas in a list
 - III. Include a conjunction
 - IV. Include the word **deafening**
 - V. Exclamation sentence
- e. Make simple additions, revisions and corrections: use **peer evaluation** to check for **COHESION** / punctuation / spelling



Y2 Overview: Writing to Inform – How To ... guide

1. Transcription

Use No Nonsense Spelling, (5 x 15mins) Summer 1:

- a. **Spr2 Wk5:** Teach, practise and apply suffixes -ful, -less, ly; revise and assess words from this half term
- b. **Spr2 Wk6:** Revise contractions; teach and practise words ending in -tion, teach and practise dictionary skills
- c.

2. Handwriting

(3 x 15mins)

- a. Start using some of the diagonal and horizontal strokes needed to join letters
 - i. 'underarm' joins: pine, blip, sale

SCAFFOLD – if needed, chn can write about something that they know such as brushing teeth or looking after a cat or instructions related to art/DT

3. Composition + Vocab, Grammar & Punctuation

15 lessons

Key Learning: cohesion, apostrophe for possession and contraction, subordination and co-ordination, accurate sentence demarcation

- a. To understand the purpose of writing: *work in groups (outside of the classroom) to teach each other how to... (play a skipping game / run faster / hop / catch a ball). Agree that these instructions must follow a logical sequence. Agree that in our writing, we are assuming that our reader does not know anything about the subject – and it is up to us to point it out for them!*
- b. To understand present tense: *use barrier games to give instruction to a partner. CT to model how to scribe present tense (imperative) verbs. Revisit TENSE TARSIA puzzle.*
- c. Draft writing: **HOW TO BRUSH YOUR TEETH...***use slow writing constraints: at some point in your writing, include*
 - I. An expanded noun phrase
 - II. Commas in a list
 - III. A sub-ordinate conjunction
 - IV. An -er word
 - V. An exclamation mark
 - VI. A question sentence*Work as a group to check the cohesion and logical sequence of your instructions*
- d. To develop imagination: *read text3. Draw (using taught art skills) and label the Hippocrump with phrases from the text.*

Text1: How to care for Orchid, Text2: How to be a teacher, Text3: The Hippocrump

Group Writing Project: using all of the writing skills that you know, you will work in a group to create a handy how to... guide of your choice! We will use our illustrated guides to create a wall display.

EXPLAIN and AGREE writing goals for this unit

- e. To develop imagination: *given your drawing of the hippocrump, what care will we need to take when looking after him? What will he eat/drink? How much exercise will he need? How will we exercise him? What features do we need to be wary of? How will we avoid getting hurt? What are the benefits of looking after him properly? What might happen if we don't look after him properly? Use a planning template to answer these (and other?) questions.*
- f. To understand what the reader needs: *read text1 and text2. Which layout do you prefer? What does the reader get from each text? Which do you want to base your writing on? What do the two texts have in common?*
- g. To draft writing: *using your preferred layout, draft your how to guide.*
 - o Compose a sentence orally before writing it - *include apostrophe for possession + contraction, include subordination and co-ordination*
 - o REVISE my writing to improve cohesion *(make amendments and revisions, change order as needed)*
 - o Segment words into phonemes and spell many of these correctly
 - o Re-read each sentence to check it makes sense before writing the next **[insist upon cohesion and accurate sentence demarcation]**

Publish the work

- h. Re-present your work: *use neatest handwriting, suitable for display*

Y2 Overview: Writing to Entertain – Short Story

1. Transcription

Use No Nonsense Spelling, (5 x 15mins) Spring 2:

- a. **Sum1 Wk1:** Teach, practise and apply /l/ spelt 'el' at the end of words; proofreading – using a dictionary
- b. **Sum1 Wk2:** Teach, practise and apply adding -ing, -ed, -er, -est to words ending in 'y'; practise strategies at the point of writing; learn strategies for learning words
- c. **Sum1 Wk3:** Teach and practice 'a' before 'l' and 'll'; teach and practise 'ar' after 'w'; strategies for learning words

2. Handwriting

(3 x 15mins)

- a. Start using some of the diagonal and horizontal strokes needed to join letters
 - i. Lead-in and lead-out flicks: h, k, z
 - ii. 'underarm joins': help, click, maze
 - iii. Lead-in and lead-out flicks: f, g, j,

3. Composition + Vocab, Grammar & Punctuation

15 lessons

Key Learning: cohesion, apostrophe for possession and contraction, subordination and co-ordination, accurate sentence demarcation

(review learning: Habitats – Autumn term)

- a. Understand what the reader needs: *Watch Owl Babies; use instigator, prober & summariser to notice the use of 3s and the simple repeated story structure – perfect for YR! (use these 'mastery' questions to explore the text... include other questions to scaffold and stretch) which words/phrases make this story suitable for a YR audience? ... which phrase is repeated?... why does the author use 3 baby owls? ... which other stories do you know that are written in 3s?*
- b. Use taught punctuation correctly: *work in pairs to create a taster draft which retells the story of the owls when they realise that their mother has left them [not the whole story!]. Evaluate the drafts... who has used accurate sentence demarcation? Who has included a repeated phrase? Who has used the concept of 3?*

Text1: [Owl Babies](#)

Individual Writing Project: We will be writing a story for YR using one of their favourite stories, Owl Babies.

Instead of writing about owls, we can choose any animal baby – as long as we can describe their habitat!

Consider the audience and purpose of writing:

EXPLAIN and AGREE writing goals for this unit

- c. Consider what to write: *rewatch the video to map out the story structure; chn choose a habitat and an animal to map their own story; teacher add repeated phrases to class story map – chn add repeated story phrases to their map; teacher add expanded noun phrases to class map – chn add expanded noun phrases to their map*
- d. Draft writing: **agree a writing goal for each session** use MyTurn YourTurn to write the beginning, middle and end of the story; *compose a sentence orally before writing it, re-read/revise each section to check it makes sense before writing the next - use peer evaluation to check for COHESION / punctuation / spelling*
 - a. Compose a sentence orally before writing it - *include apostrophe for possession + contraction, include subordination and co-ordination*
 - b. REVISE my writing to improve cohesion *(make amendments and revisions, change order as needed)*
 - c. Segment words into phonemes and spell many of these correctly
 - d. Re-read each sentence to check it makes sense before writing the next **[insist upon cohesion and accurate sentence demarcation]**

Publish the work:

- e. Read aloud what they have written to make the meaning clear: *read your story to a YR friend*

Y2 Overview: Writing to Inform – Letter

1. Transcription

Use No Nonsense Spelling, (5 x 15mins) Spring 2:

- a. **Sum2 Wk1:** Revise spellings and concepts that pupils need to secure
- b. **Sum2 Wk2:** revise and apply homophones; teach and practise sounds spelt 'o'

2. Handwriting

(3 x 15mins)

- a. Start using some of the diagonal and horizontal strokes needed to join letters
 - i. 'underarm' joins: *exciting, accurate, letter*
 - ii. Lead-in and lead-out flicks: *v, w, o*

3. Composition + Vocab, Grammar & Punctuation

13 lessons

Key Learning: cohesion, apostrophe for possession and contraction, subordination and co-ordination, accurate sentence demarcation, first person

- a. Use taught punctuation accurately: *use capital letter for personal pronoun, I. Write a series of statements listing your likes and dislikes. Use conjunctions (provide wordbank) to link some of these appropriately.*
- b. Use taught punctuation accurately: *review and practise use of apostrophe for possession using singular and plural nouns.*
- c. Use taught punctuation accurately: *review and practise use of commas for list.*

Text1: Dear Greenpeace, Text2: The Jolly Postman

Individual Writing Project: We will be writing a letter to our new Y3 teacher; what will s/he want to know about us? *Stimulus: ask Y3 teacher to write an introductory letter to the class to introduce him/herself, asking questions that the children can answer.*

EXPLAIN and AGREE writing goals for this unit

- d. Consider what the reader needs: *plan to write responses to the questions posed in the stimulus; incl. expanded noun phrases, comma for list, apostrophe for contraction and possession, exclamation & question sentence*
- e. Draft a letter and make simple revisions: *over several sessions, write a letter, making improvements as you go... consider the questions that the teacher has asked – what else will your new teacher want to know about you?*
 - o Compose a sentence orally before writing it - *include apostrophe for possession + contraction, include subordination and co-ordination, first person*
 - o REVISE my writing to improve cohesion (*make amendments and revisions, change order as needed*)
 - o Segment words into phonemes and spell many of these correctly
 - o Re-read each sentence to check it makes sense before writing the next [**insist upon cohesion and accurate sentence demarcation including for personal pronoun, I**]

Publish the work

- f. Re-draft writing: *re-present letter in your neatest handwriting – give these letters to new teacher on transition day*

Y2 Overview: Writing to Inform – Diary

1. Transcription

Use No Nonsense Spelling, (5 x 15mins) Spring 2:

- a. **Sum1 Wk4:** Teach, practise and apply suffixes -ment and -ness; teach and learn strategies for learning words including common exception words
- b. **Sum1 Wk5:** Teach, practise and assess 'or' after 'w'; revise possessive apostrophe for singular nouns

2. Handwriting

(3 x 15mins)

- a. Start using some of the diagonal and horizontal strokes needed to join letters
 - i. 'underarm' joins: *face, jump, going*
 - ii. Lead-in and lead-out flicks: q, y, t
 - iii. 'underarm' joins: *fully, gigantic, agreed*

3. Composition + Vocab, Grammar & Punctuation

15 lessons

Key Learning: cohesion, apostrophe for possession and contraction, subordination and co-ordination, accurate sentence demarcation

- a. Consider the audience and purpose of the writing: *read text1. Who is the author writing to? How does the author feel about the day? Which words/phrases tell you this? Compare with text2. What do the two texts have in common?*
- b. Collect appropriate vocabulary: *present word wheels; review synonyms for happy/sad/angry/scared. Chn work in pairs to create own vocabulary continuums.*

Text1: Diary School, Text2: Diary Worst Day, Text3: KS1 Word Wheel (see FEELINGS), Text4: KS2 Emotions Wheel

Individual Writing Project: We will be working in pairs to plan a diary – and then writing it individually. We will work in pairs to assess, revise and edit our work. We will choose one of our teachers (anyone in the school) to share our work with.

EXPLAIN and AGREE writing goals for this unit

- a. Consider what to write: *review one day (choose either day spent with new class teacher, or another significant, recent event). Identify 3 key events from the day. Please these in order with the most significant (or favourite/worst) first. Use a spider diagram to link emotions to these events. What else will your reader want to know about each event? CHALLENGE: use synonyms/exaggeration to describe the event*
- b. Draft writing: *use past tense, emotive vocabulary, description of event, first person*
 - o Compose a sentence orally before writing it - *include apostrophe for possession + contraction, include subordination and co-ordination*
 - o REVISE my writing to improve cohesion (*make amendments and revisions, change order as needed*)
 - o Segment words into phonemes and spell many of these correctly
 - o Re-read each sentence to check it makes sense before writing the next **[insist upon cohesion and accurate sentence demarcation including capital letter for I]**
- c. Make simple additions, revisions and corrections: *use peer evaluation to check for cohesion / punctuation / spelling*

Publish the work

- d. Apply my learning: *re-present in neatest handwriting. Present to your chosen adult.*

Y2 Overview: Writing to Inform – Biography

1. Transcription

Use No Nonsense Spelling, (5 x 15mins) Summer 1:

- a. **Sum1 Wk6:** Teach, practise and apply the /l/ or /el/ sound spelt 'al'; strategies for learning words; common exception words

2. Handwriting

(3 x 15mins)

- a. Start using some of the diagonal and horizontal strokes needed to join letters

- i. Lead-in and lead-out flicks: x, o, r

3. Composition + Vocab, Grammar & Punctuation

5 lessons

Key Learning: cohesion, apostrophe for possession and contraction, subordination and co-ordination, accurate sentence demarcation

- a. Use capital letters for names of people and places: *use dictation to assess the accuracy of CLs for people and places as well as at the start of sentences.*
- b. Understand what the audience needs: *read text1 and text2. What do these have in common? How does the author present this information? Use a table to find out where each person was born/died and their most famous achievement. What does the 'legacy' section tell us? Which layout do you prefer? Why?*

Link to Topic: Tracy Edwards / Christopher Columbus

Text1: Factfile Cadbury, Text2: Factfile Dahl, Text3: Factfile Stephenson, Text4: Bio – Tracy Edwards Text5: Factfile Columbus

Paired Writing Project: We will work in pairs to use all of the skills we have learnt this year when writing about either Tracy Edwards or Christopher Columbus.

EXPLAIN and AGREE writing goals for this unit. Children decide whether they want to write about Columbus of Edwards

- c. Read to learn: *provide image and simple biography of chosen explorer (text4 & text5) and ask pupils to describe them:*
- o *When/where were they born?*
 - o *What are they famous for?*
 - o *What else do we know about them?*
 - o *What is their legacy?*
- d. Draft writing: *use slow writing constraints:*
- I. *Include an expanded noun phrase*
 - II. *Include a contraction*
 - III. *Include a subordinate conjunction*
 - IV. *Include an -est word*
 - V. *Exclamation sentence*
- [scaffold – provide Edwards/Columbus factfile as a cloze procedure exercise for those who need it]*
- o *Compose a sentence orally before writing it - include apostrophe for possession + contraction, include subordination and co-ordination*
 - o *REVISE my writing to improve cohesion (make amendments and revisions, change order as needed)*
 - o *Segment words into phonemes and spell many of these correctly*
 - o *Re-read each sentence to check it makes sense before writing the next [insist upon cohesion and accurate sentence demarcation]*

Publish the work

- e. Evaluate the work of others: *share and evaluate the work. Who has the most informative/engaging biography?*