

Year 2 Writing Medium Term Planning

NC Objectives:

Writing Transcription	Writing Composition
<ul style="list-style-type: none"> • Spelling (see English Appendix 1) • Pupils should be taught to spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear.
Handwriting	Vocabulary, Punctuation and Grammar
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command

Year 2 Writing Medium Term Planning

<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<p>Spoken Language</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	
<p>Appendix 1: Spelling See separate document.</p>	<p>Appendix 2: Vocabulary, Punctuation and Grammar</p>
<p>Word Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p>	

Year 2 Writing Medium Term Planning

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Terminology for pupils noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 2 Writing Medium Term Planning

Week/Focus	Day	Learning Intention
<p>Week 1</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment Focus Targets:</u> I can use expanded noun phrases to describe and be specific</p> <p>I can use the present and past tenses correctly and consistently most of the time</p> <p>I can use the progressive verb form (-ing) correctly</p> <p>I can use coordinating clauses using or, and, but</p>	<p>Hold a sentence (for each day of week)</p>	<p>The <u>children</u> were not <u>sure</u> what was <u>behind the old door</u>.</p>
	1	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Discussion of WAGOLL (pick out key features in 10minute task), share relevant section of story/ a WAGOLL- learn and orally retell relevant section of story (with the guidance of a pre-prepared story map)</p> <p>Writing outcome: one or two descriptive sentences using hold a sentence focus (expanded noun phrases)</p>
	2	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL.</p>
	3	<p>To know how to write effective sentences for a setting description</p> <p><u>Slow writing a cohesive paragraph</u> – Oral rehearsal of and writing sentences with: expanded noun phrases and progressive verb form (-ing).</p>
	4	<p>To know how to write effective sentences for a setting description</p> <p><u>Slow writing a cohesive paragraph</u> – Oral rehearsal of and writing sentences with: expanded noun phrases, progressive verb form (-ing) and coordinating clauses</p>
	Spelling and Handwriting	
<p>Week 2</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment Focus Targets:</u> I can use expanded noun phrases to describe and be specific</p> <p>I can use the present and past tenses correctly and consistently most of the time</p> <p>I can use the progressive verb form (-ing) correctly</p> <p>I can use coordinating clauses using or, and, but</p>	<p>Hold a sentence (for each day of week)</p>	<p>The <u>grass</u> was <u>tall, green and pretty</u>.</p>
	1	<p>To know how to write for a specific purpose</p> <p><u>First Independent Write:</u> Write setting description using sentences for each paragraph that have been gathered over preceding lessons.</p>
	2	<p>To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p>
	3	<p>Responsive lesson- children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.</p>

Year 2 Writing Medium Term Planning

	4	To know how to apply my writing skills <u>Second Independent Write:</u> Children will write another setting description (using a different stimulus) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write)
	Spelling and Handwriting	
Week 3 Focus: Fiction (narrative) <u>Assessment Focus Targets:</u> I can punctuate most of my writing with: *full stops *capital letters *questions marks *apostrophes for singular possession I can use sentences with different forms (statement, question, exclamation) I can use expanded noun phrases to describe and be specific I can use the past tense correctly and consistently I can add subordinate clauses using when, if, that, because to extend sentences	Hold a sentence (for each day of week)	What did the <u>children find behind the old door?</u>
	1	To know how to orally rehearse writing <u>Oral Rehearsal:</u> Share relevant section of the story, teacher to provide brief story map showing relevant section of story. Use story map/visual prompts to learn orally retell relevant section of story.
	2	To know how to orally rehearse writing <u>Oral Rehearsal:</u> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL.
	3	To know how to write effective sentences for a narrative (paragraph 1) <u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences with prior oral rehearsal)
	4	To know how to write effective sentences for a narrative (paragraph 2) <u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences with prior oral rehearsal)
	Spelling and Handwriting	
Week 4 Focus: Fiction (narrative) <u>Assessment Focus Targets:</u> I can punctuate most of my writing with: *full stops *capital letters *questions marks	Hold a sentence (for each day of week)	What a <u>beautiful and pretty</u> thing to <u>find!</u>
	1	To know how to write effective sentences for a narrative (paragraph 3) <u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences with prior oral rehearsal)

Year 2 Writing Medium Term Planning

<p>*apostrophes for singular possession</p> <p>I can use sentences with different forms (statement, question, exclamation)</p> <p>I can use expanded noun phrases to describe and be specific</p> <p>I can use the past tense correctly and consistently</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</p>	2	To know how to write for a specific purpose First Independent Write: Write narrative using sentences for each paragraph that have been gathered over preceding lessons.
	3	To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)
	4	Responsive lesson- children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.
	Spelling and Handwriting	
<p>Week 5</p> <p>Focus: Non-fiction (instructions)</p> <p>Assessment Focus Targets: commas to separate items in a list</p> <p>I can use sentences with different forms (statement, command, question)</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</p> <p>I can use coordinating clauses using or, and, but</p> <p>I can punctuate most of my writing with: *full stops *capital letters *questions marks *apostrophes for singular possession</p>	Hold a sentence (for each day of week)	Look at the tall grass .
	1	To know how to apply my writing skills Second Independent Write: Children will write another narrative (e.g. from a different point of view) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write)
	2	To know how to orally rehearse writing Oral Rehearsal: Discussion of WAGOLL (pick out key features in 10minute task), orally rehearse a set of instructions or part of a set of instructions (using outline/visual prompt provided by teacher) Writing outcome: one or two command sentences using hold a sentence focus (commas to separate items in list)
	3	To know how to orally rehearse writing Oral Rehearsal: With the guidance of a pre-prepared visual prompts, re-write relevant section of WAGOLL.
	4	To know how to write effective sentences for instructions Slow Writing Effective Sentences: Select a focus point per sentence/section from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences/drafting sections with prior oral rehearsal)
	Spelling and Handwriting	

Year 2 Writing Medium Term Planning

Year 2 Writing Medium Term Planning		
<p>Week 6</p> <p>Focus: Non-fiction (instructions)</p> <p>Assessment Focus Targets: commas to separate items in a list</p> <p>I can use sentences with different forms (statement, command, question)</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</p> <p>I can use coordinating clauses using or, and, but</p> <p>I can punctuate most of my writing with: *full stops *capital letters *questions marks *apostrophes for singular possession</p>	<p>Hold a sentence (for each day of week)</p>	<p>The <u>children</u> could <u>find</u> the <u>water</u>, but they <u>couldn't</u> find the <u>muddy path</u>.</p>
	1	<p>To know how to write effective sentences for instructions</p> <p>Slow Writing Effective Sentences: Select a focus point per sentence/section from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences/drafting sections with prior oral rehearsal)</p>
	2	<p>To know how to write effective sentences for instructions</p> <p>Slow Writing Effective Sentences: Select a focus point per sentence/section from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences/drafting sections with prior oral rehearsal)</p>
	3	<p>To know how to write for a specific purpose</p> <p>Write instructions using sentences for each paragraph that have been gathered over preceding lessons.</p>
	4	<p>To know how to edit and publish my writing</p> <p>(15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p>
	Spelling and Handwriting	