

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 • use spacing between words that reflects the size of the 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 • expanded noun phrases to describe and specify [for example, the blue butterfly]

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	<ul style="list-style-type: none"> • 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.
Spoken Language	
<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. 	
Appendix 1: Spelling See separate document.	Appendix 2: Vocabulary, Punctuation and Grammar
<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> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p>	

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

Cursive Fonts

Cursive Lower-Case Letters



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Week/Focus	Day	Learning Intention
<p>Week 1</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment Focus Targets:</u> I can use the past tenses correctly and consistently most of the time.</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>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Orally retell relevant section of story (with the guidance of a pre-prepared story map) Plenary (15mins): Identify past tense action verbs in the orally rehearsed writing.</p>
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to use past tense action verbs</p> <p><u>Past Tense Action Verbs:</u></p> <ol style="list-style-type: none"> 1) Teacher model and TOL writing sentences with past tense action verbs. 2) Provide examples of sentences with a missing past tense action verb, and they will be asked to identify the verbs and rewrite the whole sentence. 3) With the guidance of a pre-prepared story map, re-write orally rehearsed sentences that use <i>past tense action verbs</i>.
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to use past tense action verbs</p> <p><u>Past Tense Action Verbs:</u></p> <ol style="list-style-type: none"> 1) Pupils will be provided with sentences (linked to the orally rehearsed story extract) that uses a past tense action verb incorrectly (e.g. a present tense action verb instead). Pupils will identify the verb and re-write the whole sentence in the past tense. 2) As a class, the pupils will practise a range of sentences that use past tense action verbs that either directly link to or are a direct extension of the orally rehearsed story extract. 3) Children will write sentences provided by the teacher that use past tense action verbs
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p>

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<p>Week 2</p> <p>Focus: Fiction (narrative)</p> <p>Assessment Focus Targets: I can use the past tenses correctly and consistently most of the time</p> <p>I can use coordinating clauses using and, but</p> <p>I can add subordinate clauses using when, because to extend sentences</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>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know identify and write proper nouns</p> <p><u>Proper Nouns</u></p> <ol style="list-style-type: none"> 1) Using an extract from the story, teacher will model and TOL distinguishing between proper nouns and common nouns. Children will then identify proper nouns and common nouns. 2) Children provided with extract from story where proper nouns are not capitalised. Children to correct this by adding capital letters to proper nouns. 3) Teacher to dictate sentences linking to story that use both common and proper nouns. Children to write these dictated sentences, focusing on using capital letters for proper nouns.
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to identify and write nouns as the subject and object of a sentence.</p> <p><u>Nouns as Subject and Object</u></p> <ol style="list-style-type: none"> 1) Using extract from the story, teacher models and TOL to allow children to identify common and proper nouns as the subject and object of the sentence. 2) Children label sentences with subject-verb-object.
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write sentences with a subject, verb and object using common and proper nouns</p> <p><u>Subject, Verb and Object</u></p> <ol style="list-style-type: none"> 1) The teacher will provide a visual stimulus that is linked to the story. 2) Teacher to model and TOL writing sentences linked to the stimulus that use common/proper nouns for a subject- verb- common/proper nouns for object.

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		<p>3) Children to fill in missing parts of given sentences by adding a subject, verb or object.</p> <p>4) Children to write sentences linked to the stimulus that use common/proper nouns for a subject- verb- common/proper nouns for object.</p>
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to use coordinating and subordinating conjunctions to join clauses and extend sentences</p> <p><u>Conjunctions:</u></p> <ol style="list-style-type: none">1) The teacher will provide a visual stimulus that is linked to the story.2) Teacher to model and TOL writing sentences linked to the stimulus that use subject-verb-conjunction- subject-verb-object3) Children to fill in missing part of a sentence by adding a missing clause.4) Children to write sentences linked to the stimulus that use subject-verb-conjunction- subject-verb-object5) Plenary: discuss the difference in meaning between the conjunctions <i>because, but</i> and <i>so</i>
	Spelling and Handwriting	30mins handwriting

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<p>Week 3</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 past tense correctly and consistently</p> <p>I can use coordinating clauses using and, but</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</p>	<p>Hold a sentence (for each day of week)</p>	<p>What did the <u>children find behind the old door?</u></p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to identify and write adjectives before nouns</p> <p><u>Expanded Noun Phrases</u></p> <ol style="list-style-type: none"> 1) Teacher to model and TOL identifying adjectives that modify a noun using an extract from the story. Teacher to identify whether the modified noun is the subject or object of the sentence. 2) Children to underline adjectives that modify a noun and to label the noun as subject or object. 3) Teacher to model and TOL writing sentences linked to story with expanded noun phrases. 4) Using a visual stimulus linked to story, children to write a paragraph to include sentences with expanded noun phrases.
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write effective sentences for a narrative that include common and proper nouns and use a subject, past tense action verb and an object (plot point 1)</p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <ol style="list-style-type: none"> 1) Children will orally gather sentences that use a simple subject, past tense action verb and an object. Children will write sentences to form a paragraph that is linked to this part of the narrative.
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write effective sentences for a narrative that use a subject, past tense action verb and conjunctions (plot point 2)</p> <p><u>Teacher will provide a title linked to this part of the narrative:</u></p> <p>Children will orally gather sentences that use a simple subject, past tense action verb and conjunctions to join clauses and extend sentences. Children will write</p>

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<p>Week 4</p> <p>Focus: <u>Narrative/Instructions</u></p> <p><u>Assessment Focus Targets:</u> I can punctuate most of my writing with: *full stops *capital letters</p> <p>I can use expanded noun phrases to describe and be specific</p> <p>I can use coordinating clauses using or, and, but</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</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>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to apply my writing skills independently</p> <p><u>Teacher will provide a title for the narrative:</u></p> <p>Children to re-write the narrative that was slow written across the previous week from a different point of view. Children to apply all of the skills that were practised during the previous weeks when re-writing this narrative.</p>
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <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>
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Orally retell relevant section of instructions (with the guidance of a pre-prepared visual prompts) Plenary (15mins): Identify present tense verbs in the orally rehearsed writing.</p>
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to use present tense action verbs</p> <p><u>Present Tense Verbs:</u></p> <ol style="list-style-type: none"> 1) Teacher model and TOL writing sentences with present tense verbs. 2) Provide examples of sentences with a missing present tense verb, and they will be asked to identify the verbs and rewrite the whole sentence. 3) With the guidance of a pre-prepared story prompt, re-write orally rehearsed instructional sentences that use <i>present tense verbs</i>.

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	Spelling and Handwriting	30mins handwriting
<p>Week 5</p> <p>Focus: Instructions</p> <p><u>Assessment Focus Targets:</u> commas to separate items in a list</p> <p>I can use the present tense correctly and consistently</p> <p>I can use sentences with different forms (statement, command)</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</p>	<p>Hold a sentence (for each day of week)</p>	<p>Look at the <u>tall grass</u>.</p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to identify and use commands</p> <p><u>Commands:</u></p> <ol style="list-style-type: none"> 1) Teacher to model, TOL and allow children to practise identifying statements and commands from orally rehearsed text. 2) Teacher model and TOL writing sentences with commands. 3) Children to understand that the subject of a command sentence is the reader (even though the subject is not included in the sentence). 4) Provide examples of sentences with a missing imperative verb or a missing object. Children to rewrite the sentences and add the missing parts. 5) Pupils will orally rehearse and write a range of command that either directly link to or are a direct extension of the orally rehearsed story extract.
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write effective sentences for instructions that use present tense verbs and commands.</p> <p><u>Teacher will provide a title for instructions:</u></p> <p>Teacher guided oral rehearsal and slow writing of sentences for instructions that use commands and present tense verbs</p> <p>(*recap the use of coordinating and subordinating conjunctions within these sentences)</p>
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write independently for a specific purpose</p> <p>Children will write a set of instructions linked to the topic, including the skills that they have practised and learnt.</p>

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	4	*Responsive handwriting/cursive letter formation (10mins) 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	30mins handwriting
Week 6 Focus: Non-fiction writing linked to wider curriculum topic/assessment task	Hold a sentence (for each day of week)	
	1	*Responsive/ cursive handwriting (10mins) Non-fiction writing linked to wider curriculum topic/assessment task
	2	*Responsive/ cursive handwriting (10mins) Non-fiction writing linked to wider curriculum topic/assessment task
	3	*Responsive/cursive handwriting (10mins) Non-fiction writing linked to wider curriculum topic/assessment task
	4	*Responsive/cursive handwriting (10mins) Non-fiction writing linked to wider curriculum topic/assessment task
	Spelling and Handwriting	30mins handwriting