

## Year 2 Writing Medium Term Planning

### NC Objectives:

<b>Writing Transcription</b>	<b>Writing Composition</b>
<ul style="list-style-type: none"><li>• Spelling (see English Appendix 1)</li><li>• Pupils should be taught to spell by:</li><li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>• 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</li><li>• learning to spell common exception words</li><li>• learning to spell more words with contracted forms</li><li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li><li>• distinguishing between homophones and near-homophones</li><li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li><li>• apply spelling rules and guidance, as listed in English Appendix 1</li><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• develop positive attitudes towards and stamina for writing by:</li><li>• writing narratives about personal experiences and those of others (real and fictional)</li><li>• writing about real events</li><li>• writing poetry</li><li>• writing for different purposes</li><li>• consider what they are going to write before beginning by:</li><li>• planning or saying out loud what they are going to write about</li><li>• writing down ideas and/or key words, including new vocabulary</li><li>• encapsulating what they want to say, sentence by sentence</li><li>• make simple additions, revisions and corrections to their own writing by:</li><li>• evaluating their writing with the teacher and other pupils</li><li>• 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</li><li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li><li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>
<b>Handwriting</b>	<b>Vocabulary, Punctuation and Grammar</b>
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• form lower-case letters of the correct size relative to one another</li><li>• 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</li><li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• use spacing between words that reflects the size of the letters.</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• develop their understanding of the concepts set out in English Appendix 2 by:</li><li>• 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)</li><li>• learn how to use:</li><li>• sentences with different forms: statement, question, exclamation, command</li><li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li><li>• the present and past tenses correctly and consistently including the progressive form</li><li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li><li>• the grammar for year 2 in English Appendix 2</li></ul>

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	<ul style="list-style-type: none"> <li>• some features of written Standard English</li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<b>Spoken Language</b>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
<b>Appendix 1: Spelling</b> See separate document.	<b>Appendix 2: Vocabulary, Punctuation and Grammar</b>
<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> <p>Terminology for pupils noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	

## Cursive Fonts

### Cursive Lower-Case Letters



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Week/Focus	Day	Learning Intention
<p><b>Week 1</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment Focus</u></p> <p><u>Targets:</u></p> <p>I can punctuate most of my writing with:</p> <p>*full stops</p> <p>*capital letters</p> <p>I can use tense correctly and consistently</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p>Many people like a <u>bath</u> with <b>warm water</b>.</p>
	1	<p>*Handwriting/cursive letter formation (10mins)</p> <p><b>To know identify and write proper nouns</b></p> <p><u>Proper Nouns</u></p> <ol style="list-style-type: none"> <li>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.</li> <li>Children provided with extract from story where proper nouns are not capitalised. Children to correct this by adding capital letters to proper nouns.</li> <li>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.</li> </ol>
	2	<p>*Handwriting/cursive letter formation (10mins)</p> <p><b>To know how to identify and write nouns as the subject and object of a sentence.</b></p> <p><u>Nouns as Subject and Object</u></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>Children label sentences with subject-verb-object.</p>
	3	<p>*Handwriting/cursive letter formation (15mins)</p> <p><b>To know how to orally rehearse writing</b></p> <p><u>Oral Rehearsal:</u></p> <p>Orally retell relevant section of story (with the guidance of a pre-prepared story map that includes <b>compound subjects and compound objects within different sentences</b>)</p> <p>Plenary (15mins): Identify <b>compound subject, past-tense action verb and compound object</b> in the orally rehearsed writing.</p> <p><u>Additional guidance:</u></p> <p><b>Compound subjects:</b> Pupils should learn to recognize and understand the structure of compound subjects, and be able to identify them in sentences, such as "My sister and I went to the shop." Pupils</p>

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		<p>should notice that the compound subject is 'my sister and I'.</p> <p><b>Compound objects:</b> Pupils should learn to recognise and understand the functions of compound objects, and be able to identify them in sentences, such as 'Tom ate apples and oranges.' Students should notice that the compound object is 'apples and oranges'.</p> <p><b>***Continue to identify common and proper nouns in subject and object.</b></p>
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how write sentences correctly with a compound subject</b></p> <p><b>Teacher models, TOL then provides pupils with the opportunity to practise the skill below:</b></p> <p>Pupils should learn to recognise and understand the structure of compound subjects, and be able to, from a given selection, the correct compound subjects to complete a sentence. For example, in the sentence '_____ took turns reading the story to their child' pupils should be able to select the compound subject from visual prompts that could include 'The mum and dad' or 'The cat and the dog'. Pupils should then rewrite the sentence in full.</p> <p><b>***Continue to identify common and proper nouns in subject and object.</b></p>
	Spelling and Handwriting	30mins handwriting

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<p><b>Week 2</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><b>Assessment Focus</b></p> <p><b>Targets:</b></p> <p>I can punctuate most of my writing with:</p> <ul style="list-style-type: none"> <li>*full stops</li> <li>*capital letters</li> </ul> <p>I can use tense correctly and consistently</p> <p>I can use coordinating clauses using and, but, so</p> <p>I can add subordinate clauses using because to extend sentences</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p>I wanted to wear <b>warm clothes</b> <b>because</b> I had a <b>cold bath</b>.</p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how write sentences correctly with a compound object</b></p> <p><b>Teacher models, TOL then provides pupils with the opportunity to practise the skill below:</b></p> <p>Pupils should understand and use compound objects. For example, in the sentence 'The mum and dad took turns reading the story to their _____.' pupils should be able to correct the compound object from visual prompts that could include 'their son and his friend' or 'the cat and the dog'. Pupils should then rewrite the sentence in full.</p> <p><b>***Continue to identify common and proper nouns in subject and object.</b></p>
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how write sentences correctly with compound subjects and compound objects</b></p> <p><u>Compound Subjects and Objects</u></p> <ol style="list-style-type: none"> <li>1) The teacher will provide a visual stimulus that is linked to the story</li> <li>2) As a class, children will orally gather ideas of sentences linked to this story stimulus using a <b>past tense action verb</b> and including <b>compound subjects and objects</b> in different sentences. There will continue to be an emphasis on <b>saying and signing the capital letter and full stop</b>.</li> <li>3) Teacher will gather ideas and children will write sentences provided by the teacher that use a <b>past tense action verb</b> and include <b>compound subjects and objects</b>.</li> </ol> <p><b>***Continue to identify common and proper nouns in subject and object.</b></p>
3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how to identify and write sentences with singular and plural nouns</b></p> <p><b>Singular and Plural Nouns</b></p>	

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		<p>1) Teacher to model and TOL identifying singular and plural nouns from story extract.</p> <p>2) Children to identify and distinguish between singular and plural nouns.</p> <p>3) Teacher to model and TOL writing sentences linked to story by identifying and adding missing singular or plural nouns.</p> <p>4) Children to identify missing singular or plural nouns and rewrite sentences to include the correct singular or plural noun.</p> <p><b>***Continue to identify common and proper nouns in subject and object.</b></p>
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how to use coordinating and subordinating conjunctions to join clauses and extend sentences</b></p> <p><u>Conjunctions:</u></p> <p>1) The teacher will provide a visual stimulus that is linked to the story.</p> <p>2) Teacher to model and TOL writing sentences linked to the stimulus that use <b>subject-verb-conjunction- subject-verb-object</b></p> <p>3) Children to fill in missing part of a sentence by adding a missing clause.</p> <p>4) Children to apply their understanding of the meaning of <b>'because', 'but' and 'so'</b> when adding a missing clause.</p> <p>5) Children to write sentences linked to the stimulus that use <b>subject-verb-conjunction- subject-verb-object</b></p>
	Spelling and Handwriting	30mins handwriting

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<p><b>Week 3</b></p> <p><b>Focus:</b> Non-fiction (recount)</p> <p><b>Assessment Focus</b></p> <p><b>Targets:</b></p> <p>I can punctuate most of my writing with:</p> <ul style="list-style-type: none"> <li>*full stops</li> <li>*capital letters</li> </ul> <p>I can use tense correctly and consistently</p> <p>I can use coordinating clauses using and, but, so</p> <p>I can add subordinate clauses using when, because to extend sentences</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p><b>When you <u>climb</u> a ladder, you <u>should hold</u> each part carefully.</b></p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how to use coordinating and subordinating conjunctions to join clauses and extend sentences</b></p> <p><u>Conjunctions:</u></p> <ol style="list-style-type: none"> <li>1) The teacher will provide a visual stimulus that is linked to the story.</li> <li>2) Teacher to model and TOL writing sentences linked to the stimulus that use <b>subject-verb-conjunction- subject-verb-object</b></li> <li>3) Children to fill in missing part of a sentence by adding a missing clause.</li> <li>4) Children to expand their range of conjunctions (see assessment focus targets).</li> <li>5) Children to write sentences linked to the stimulus that use <b>subject-verb-object-conjunction- subject-verb-object</b></li> </ol>
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how to write effective sentences for a narrative that include singular, plural, common and proper nouns (plot point 1)</b></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 an object. Children will write sentences to form a paragraph that is linked to this part of the narrative.</p>
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how to write effective sentences for a narrative that apply my knowledge of nouns to writing compound subjects and objects (plot point 2)</b></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 an object.</p>



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		<p>Children will write sentences to form a paragraph that is linked to this part of the narrative.</p> <p>***Recap expanded noun phrases.</p>
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how to write effective sentences for a narrative that use conjunctions (plot point 3)</b></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 an object.</p> <p>Children will write sentences to form a paragraph that is linked to this part of the narrative.</p>
	Spelling and Handwriting	30mins handwriting

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<p><b>Week 4</b></p> <p><b>Focus:</b> Non-fiction (recount)</p> <p><b>Assessment Focus</b></p> <p><b>Targets:</b></p> <p>I can punctuate most of my writing with:</p> <ul style="list-style-type: none"> <li>*full stops</li> <li>*capital letters</li> </ul> <p>I can use tense correctly and consistently</p> <p>I can use coordinating clauses using and, but, so</p> <p>I can add subordinate clauses using when, because to extend sentences</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p>I <u>could</u> walk on the <b>beautiful grass and</b> look at the <b>pretty plant</b>.</p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how to write for a specific purpose (collation write)</b></p> <p><u>Title of Story:</u> Write narrative using sentences for each paragraph that have been gathered over preceding lessons.</p>
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how to apply my writing skills independently</b></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>
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>To know how to apply my writing skills independently</b></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>
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>Responsive lesson-</b> 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>
	Spelling and Handwriting	30mins handwriting

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<p><b><u>Week 5 and 6</u></b></p> <p><b><u>Focus:</u></b> Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><b><u>Assessment focus targets:</u></b></p> <p>*conjunctions *commas to list nouns/separate items</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p>Mr Smith was <u>poor</u> <b>because</b> he did not have <u>any money</u>.</p> <p>It took an <u>hour</u> to <u>move</u> the <u>door</u> <b>and</b> <u>find</u> the <u>gold</u>.</p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p>
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p>
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p>
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p>
	Spelling and Handwriting	30mins handwriting