

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

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<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>	

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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

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</u> Targets: I can punctuate most of my writing with: *full stops *capital letters</p> <p>I can use apostrophes for contraction.</p> <p>I can use the past tense correctly and consistently</p>	<p>Hold a sentence (for each day of week)</p>	<p>The <u>floor</u> was <u>cold</u> because Sam spilt the water.</p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to identify apostrophes for contraction.</p> <p><u>Apostrophes for Contraction</u></p> <ul style="list-style-type: none"> - Teacher will model and TOL identifying apostrophes for contractions and explaining why they have been used. - Using a story extract, pupils will identify apostrophes that have been used for contractions. - They should be able to explain why the apostrophe has been used and the change this makes in the writing.
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to proofread sentences with apostrophes for contraction.</p> <p><u>Apostrophes for Contraction</u></p> <ul style="list-style-type: none"> - Teacher will model and TOL identifying where apostrophes for contraction have been used incorrectly. - Pupils will identify mistakes in the use of apostrophes for contraction and re-write the whole sentence correctly <p>Mistakes may include:</p> <ul style="list-style-type: none"> - No apostrophe: couldnt - Apostrophe in wrong place: cou'ldnt - Apostrophe where one is not needed: cou'd
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write sentences that use apostrophes for contraction</p> <p><u>Apostrophes for Contraction</u></p> <ul style="list-style-type: none"> - Teacher model and TOL writing sentences linked to story that use apostrophes for contraction, explaining how the contraction is happening and why the apostrophe is there. - Teacher will provide different visual stimuli: children will write sentences that

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		use apostrophes for contraction based on this stimuli.
	4	<p>*Responsive handwriting/cursive letter formation (10mins) To know how to orally rehearse writing <u>Oral Rehearsal</u></p> <p>Orally retell relevant section of story (with the guidance of a pre-prepared story map that includes apostrophes for contraction and prepositions)</p> <p>Plenary (15mins): Identify prepositions in the orally rehearsed writing.</p> <p><u>Additional Guidance:</u></p> <p>Pupils should be able to explain that prepositions are words that are used to indicate the relationship between a noun or pronoun and other words in a sentence and that prepositions of time, place, and movement are used to indicate when, where, or how something happens or exists.</p>
	Spelling and Handwriting	

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<p><u>Week 2</u></p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment Focus</u></p> <p><u>Targets:</u></p> <p>I can punctuate most of my writing with: *full stops *capital letters</p> <p>I can use apostrophes for contraction.</p> <p>I can use the past tense correctly and consistently</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> acted <u>wild</u> because they had eaten a lot of <u>sugar</u>.</p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to use prepositions</p> <p><u>Prepositions:</u></p> <ol style="list-style-type: none"> 1) Teacher model and TOL writing sentences with prepositions. 2) Provide examples of sentences with a missing preposition, and they will be asked to identify the preposition and rewrite the whole sentence. <p>With the guidance of a pre-prepared story map, re-write orally rehearsed sentences that use prepositions.</p> <p><u>Additional Guidance:</u></p> <p>Pupils should be able to explain that prepositions are words that are used to indicate the relationship between a noun or pronoun and other words in a sentence and that prepositions of time, place, and movement are used to indicate when, where, or how something happens or exists.</p>
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write sentences that use prepositions</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 prepositions <p>Children to write sentences linked to the stimulus that use prepositions.</p> <p><u>Additional Guidance:</u></p> <p>Pupils should be able to explain that prepositions are words that are used to indicate the relationship between a noun or pronoun and other words in a sentence and that prepositions of time, place, and movement are used to</p>

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		indicate when, where, or how something happens or exists.
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write effective sentences for a narrative that include prepositions (plot point 1)</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 prepositions. Children will write sentences to form a paragraph that is linked to this part of the narrative.</p>
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write effective sentences for a narrative that include apostrophes for contraction (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 apostrophes for contraction. Children will write sentences to form a paragraph that is linked to this part of the narrative.</p>
	Spelling and Handwriting	

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<p>Week 3</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment Focus</u></p> <p><u>Targets:</u></p> <p>I can punctuate most of my writing with: *full stops *capital letters</p> <p>I can use apostrophes for contraction.</p> <p>I can use the past tense correctly and consistently</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>What did <u>Mr</u> and <u>Mrs</u> Jones spend <u>half</u> their <u>money</u> on?</p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how write effective sentences for a narrative that use coordinating and subordinating conjunctions to join clauses and extend sentences (plot point 3)</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 conjunctions to join clauses and extend sentences. Children will write sentences to form a paragraph that is linked to this part of the narrative.</p> <p>***Recap identifying subject and verb</p>
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write for a specific purpose (collation write)</p> <p><u>Title of Story:</u> Write narrative using sentences for each paragraph/plot point that have been gathered over preceding lessons.</p> <p>***Children will use the work from the previous three lessons to write three paragraphs for the narrative.</p>
	3	<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>
	4	<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 as requiring further attention in your class.</p>

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	Spelling and Handwriting	
<p>Week 4</p> <p>Focus: Fiction (narrative)</p> <p>Assessment Focus</p> <p>Targets:</p> <p>I can punctuate most of my writing with:</p> <ul style="list-style-type: none"> *full stops *capital letters *apostrophes for singular possession <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 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>It is <u>great</u> <u>when everybody works hard to improve.</u></p>
	1	<p>***Lessons this week can be based on the same narrative that was used for the previous weeks- e.g. it can be a later part of the narrative or a possible extension of the narrative.</p> <p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to identify apostrophes for singular possession.</p> <p><u>Apostrophes for Singular Possession</u></p> <ul style="list-style-type: none"> - Teacher will model and TOL identifying apostrophes for singular possession and explaining why they have been used. - Using a story extract, pupils will identify apostrophes that have been used for possession. <p>They should be able to explain why the apostrophe has been used.</p>
	2	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to use apostrophes for singular possession.</p> <p><u>Apostrophes for Singular Possession</u></p> <ul style="list-style-type: none"> - Teacher will model and TOL writing sentences that include apostrophes for singular possession and explaining why they have been used. - Pupils will rewrite sentences where apostrophes for singular possession are missing/the possessing noun is missing. - E.g. The boys ball is blue - The ____ ball is blue - The ____ food bowl was empty. <p>***Picture prompts could be used alongside this.</p> <p>They should be able to explain why the apostrophe has been used.</p>
	3	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to proofread sentences with apostrophes for singular possession.</p> <p><u>Apostrophes for Singular Possession</u></p>

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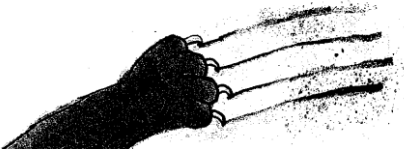
		<ul style="list-style-type: none">- Teacher will model and TOL identifying where apostrophes for singular possession have been used incorrectly.- Pupils will identify mistakes in the use of apostrophes for singular possession and re-write the whole sentence correctly <p>Mistakes may include:</p> <ul style="list-style-type: none">- No apostrophe: The cats bowl was empty.- Apostrophe in wrong place: the ca'ts bowl was empty- Apostrophe where one is not needed: The cat had three other bowl's.
	4	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write sentences that use apostrophes for singular possession</p> <p><u>Apostrophes for Singular Possession</u></p> <ul style="list-style-type: none">- Teacher model and TOL writing sentences linked to story that use apostrophes for singular possession, explaining the possession and why the apostrophe is there. <p>Teacher will provide different visual stimuli: children will write sentences to form a paragraph that use apostrophes for singular possession based on this stimuli.</p> <p>***This visual stimulus can either be linked to the story or provide a possible extension to the story.</p>
	Spelling and Handwriting	

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<p><u>Week 5 and 6</u></p> <p><u>Focus:</u> Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Assessment focus targets:</u> *apostrophes for singular possession *conjunctions *commas to list nouns/separate items</p>	<p>Hold a sentence (for each day of week)</p>	<p>She spent a <u>whole hour</u> in the <u>bath</u> and this made her <u>cold</u>.</p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins) Non-fiction writing linked to wider curriculum topic/assessment task</p>
	2	<p>*Responsive handwriting/cursive letter formation (10mins) Non-fiction writing linked to wider curriculum topic/assessment task</p>
	3	<p>*Responsive handwriting/cursive letter formation (10mins) Non-fiction writing linked to wider curriculum topic/assessment task</p>
	4	<p>*Responsive handwriting/cursive letter formation (10mins) Non-fiction writing linked to wider curriculum topic/assessment task</p>
	Spelling and Handwriting	30mins handwriting

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<p><u>Week 7 (or start of summer 2)</u></p> <p><u>Focus: Poetry</u></p> <p><u>Suggested poem:</u></p> <p>Sid</p> <p>You've never met a cat quite like Sid. He's a brute. He's a bruiser. He's a bully, he is, that cat from two doors down.</p> <p><i>Sid Vicious</i> I call him. You should see the way he terrifies and torments our kittens. He's fearless. He'd take the kill from an eagle, the carrion from a crow.</p> <p>When he walks, he doesn't slink as much as plod and stomp. He breathes heavy. He snarls. He scowls.</p> 	<p>Hold a sentence (for each day of week)</p>	<p>The <u>parents</u> hoped that <u>people</u> would buy their <u>child clothes</u> for <u>Christmas</u> or they wanted <u>money</u> as a gift instead.</p>
	1	<p>Each lesson this week will begin with responsive handwriting/cursive letter formation (10mins)</p> <ul style="list-style-type: none"> Children will begin the week by orally rehearsing this poem. Children will gather ideas during the week and progress to writing their own, short version of this poem by the end of the week. <p>***The aim is to use a poem that will not contradict children's learning to date about grammatically correct sentences.</p> <p>***The suggested poem uses predominantly grammatically correct sentences and links nicely to the books 'Dread Cat' and 'Diary of a Killer Cat'.</p>
	2	
	3	
	4	
Spelling and Handwriting	30mins handwriting	