

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 	<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

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<p>adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • 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>for contracted forms and the possessive (singular)</p> <ul style="list-style-type: none"> • learn how to use: • sentences with different forms: statement, question, exclamation, command • 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>	

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How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text Correct choice and consistent use of present tense and past tense throughout writing

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]

Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list

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

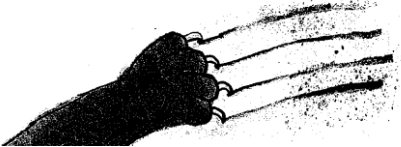
Cursive Fonts

Cursive Lower-Case Letters

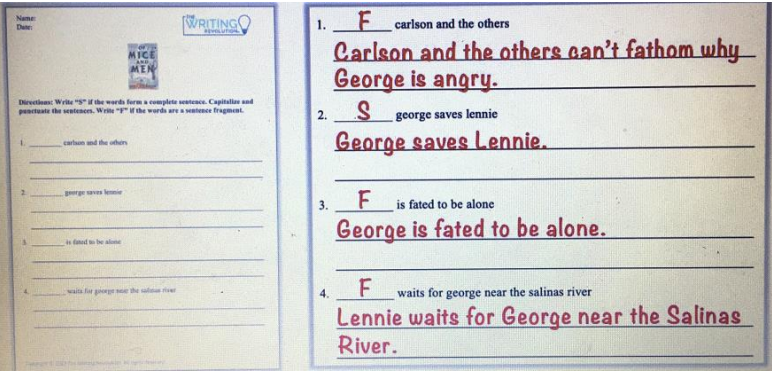


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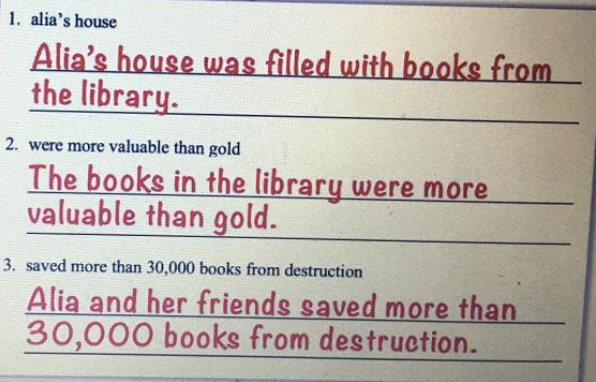


If not completed in summer 1:

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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. ***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	
<p>Spelling and Handwriting</p>	<p>30mins handwriting</p>	

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Week/Focus	Day	Learning Intention
<p>Week 1</p> <p>Focus: Fiction (narrative)</p> <p>Assessment Focus Targets: I can use expanded noun phrases to describe and be specific I can use the past tense correctly and consistently most of the time I can use the progressive verb form (-ing) correctly I can use coordinating clauses using or, and, but</p>	<p>Hold a sentence (for each day of week)</p>	<p>He tried to <u>prove</u> that it was <u>Mr Smith</u> who had stolen the beautiful ring.</p>
	<p>1</p>	<p>*Responsive handwriting/cursive letter formation (10mins) 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 and orally retell relevant section of story. Recap identifying nouns as subjects and identifying subject-verb within sentences.</p>
	<p>2</p>	<p>*Responsive handwriting/cursive letter formation (10mins) 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. Discuss writer choices.</p> <p>TWR strategy: Following the re-writing of the orally rehearsed text, the teacher will model and the children will practise converting fragments to sentences (based on the orally rehearsed text/the slow writing lesson that will follow). Discuss what a sentence is/what is needed to make a sentence (subject-verb-complete though/subject-verb-object).</p> <p>A fragment is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p> <p>Ideas:</p>  <p>1. <u>F</u> carlson and the others Carlson and the others can't fathom why George is angry.</p> <p>2. <u>S</u> george saves lennie George saves Lennie.</p> <p>3. <u>F</u> is fated to be alone George is fated to be alone.</p> <p>4. <u>F</u> waits for george near the salinas river Lennie waits for George near the Salinas River.</p>

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3		<p>*Responsive handwriting/cursive letter formation (10mins) To know how write effective sentences for a narrative that use coordinating and subordinating conjunctions to join clauses and extend sentences (plot point 1) <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 within main clauses</p>
4		<p>*Responsive handwriting/cursive letter formation (10mins) To know how write effective sentences for a narrative that use the past progressive verb form (-ing) (plot point 2) <u>Teacher will provide a title linked to this part of the narrative:</u></p> <p>Children will orally gather sentences that use the progressive verb form. Children will write sentences to form a paragraph that is linked to this part of the narrative.</p> <p><u>Additional Guidance</u></p>  

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Subject + Was/Were + Verb (ing)


I was going to school

The past progressive tense shows that the verb/activity was ongoing for a period of time in the past.



ENGLISH VERB TENSE	Simple	Progressive
PRESENT	I eat.	I am eating.
PAST	I ate.	I was eating.

Past Progressive

subject	was/were	verb + ing
I He She It	was	singing playing reading going writing
 You We They	were	

***Recap subordinating conjunctions:

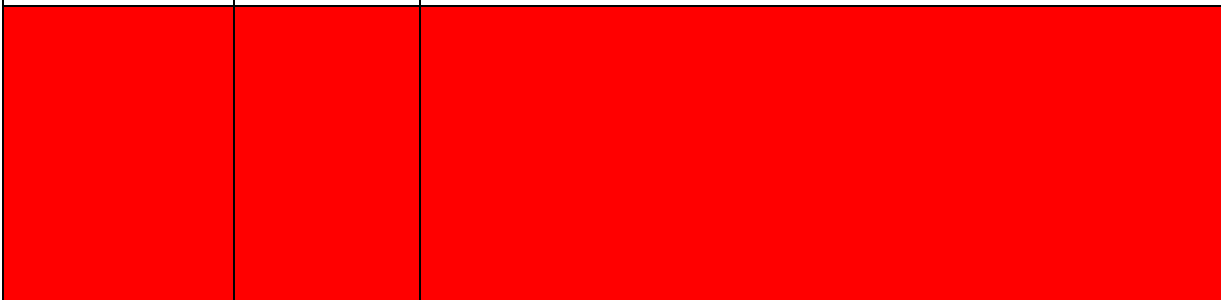
e.g.,

He was cooking dinner when we arrived home.

It was raining heavily when they went for a walk.

Spelling and Handwriting

30mins handwriting



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<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 I can use the past tense correctly and consistently most of the time I can use the progressive verb form (-ing) correctly I can use coordinating clauses using or, and, but</p>	<p>Hold a sentence (for each day of week)</p>	<p>She wasn't <u>sure</u> how <u>many</u> <u>clothes</u> that her <u>kind father</u> had brought her <u>child</u> for <u>Christmas</u>.</p>
	1	<p><i>*Responsive handwriting/cursive letter formation (10mins)</i> To know how to write effective sentences for a narrative that include apostrophes for contraction (plot point 3) <u>Teacher will provide a title linked to this part of the narrative:</u> 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>
	2	<p><i>*Responsive handwriting/cursive letter formation (10mins)</i> To know how to write effective sentences for a narrative that include apostrophes for singular possession (plot point 4) <u>Teacher will provide a title linked to this part of the narrative:</u> Children will orally gather sentences that use apostrophes for singular possession. Children will write sentences to form a paragraph that is linked to this part of the narrative. ***Recap using expanded noun phrases</p>
	3	<p><i>*Responsive handwriting/cursive letter formation (10mins)</i> To know how to write for a specific purpose (collation write) <u>Title of Story:</u> Write narrative using sentences for each paragraph/plot point that have been gathered over preceding lessons. ***Children will use the work from the previous four lessons to write four paragraphs for the narrative.</p>
	4	<p><i>*Responsive handwriting/cursive letter formation (10mins)</i> To know how to apply my writing skills independently <u>Teacher will provide a title for the narrative:</u> 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>
	Spelling and Handwriting	30mins handwriting
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Week 3 Focus: Fiction (narrative) <u>Assessment</u> Focus Targets: I can punctuate most of my writing with: *full stops *capital letters *apostrophes for contraction *apostrophes for singular possession I can use sentences with different forms (statement, question, exclamation) I can use the past and present tenses correctly and consistently I can add subordinate clauses using when, if, that, because to extend sentences	Hold a sentence (for each day of week)	Because the whole class could see that his eye was red, he went to wash it with cold water.
	1	*Responsive handwriting/cursive letter formation (10mins) <u>If time allows...</u> To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)
	2	*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.
	3	*Responsive handwriting/cursive letter formation (10mins) To know how to orally rehearse writing (instructions) <u>Oral Rehearsal</u> Orally retell relevant section of story (with the guidance of a pre-prepared story map) Plenary (15mins): Identify adverbs of time and manner in the orally rehearsed writing. <u>Additional Guidance</u> Pupils should be able to identify adverbs of manner and time within a sentence. They should be able to explain why the adverb has been used and what this does to the writing.
	4	*Responsive handwriting/cursive letter formation (10mins) To know how to use adverbs of time and manner <u>Adverbs:</u> 1) Teacher model and TOL writing sentences with adverbs. 2) Provide examples of sentences- children will identify the appropriate adverb (from a selection) and add this to the sentence. 3) Children will be encouraged position adverbs in different places within the sentence (including at the start). 4) Refer children to 'remember page':

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<p>Week 4</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment Focus Targets:</u> I can punctuate most of my writing with: *full stops *capital letters *questions marks *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 and present tenses correctly and consistently</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>She said that she would give the <u>poor</u> man some <u>money</u> when she saw him sitting on the <u>cold floor.</u></p>
	1	<p>*Responsive handwriting/cursive letter formation (10mins)</p> <p>To know how to write effective sentences for instructions that use adverbs of time and manner.</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 adverbs of time and manner</p> <p>(*recap the use of coordinating and subordinating conjunctions within these sentences)</p>
	2	<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>
	3	<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>
	4	<p>*Responsive/ cursive handwriting (10mins)</p> <p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
	Spelling and Handwriting	

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<p><u>Week 5 and 6</u></p> <p>Focus: Non-fiction writing linked to wider curriculum topic/assessment task</p> <p>Assessment focus targets: *apostrophes for singular possession *conjunctions *commas to list nouns/separate items</p>	<p>Hold a sentence (for each day of week)</p>	<p>He told <u>everybody</u> not to <u>climb</u> the wall too <u>fast</u> if they were new to rock climbing.</p> <p><u>Mrs Smith</u> went to the shop to buy <u>sugar</u>, but she could not find the milk.</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