

2023-24
ENGLISH LONG-TERM PLANNING –WRITING Y2

	Term 1 - Autumn		Term 2 – Spring	Term 3 - Summer	
Narrative	Classic Fiction (4 weeks)		Stories in a series (2 weeks)	Fantasy Stories (4 weeks)	
Final written outcome	Write a re-telling of a classic children’s story and write a story based on what has been read		Look at stories by the same author and write a retell of one of the stories	Write a fantasy story based on ones read	
Suggested Context	Classic Fiction Read and listen to different the Owl Who Was Afraid of the Dark and sentence stack a shared version of the story. Children plan and write a new story based on the shared model		Stories in a series Katie Morag stories by Mairie Hedderwick	Fantasy: Stories about Dragons Dragons are ancient & fascinating mythical creatures. Read, sequence, compare & review dragon stories; produce a version of Paper Bag Princess. . Suggested Texts: <i>The Dragon Machine</i> by Helen Ward and Wayne Anderson; <i>The Paper Bag Princess</i> by Robert Munsch and Michael Martchenko; <i>George and the Dragon</i> by Chris Wormell	
Non-fiction	Explanations (3 weeks)	Recount (3 weeks)	Information Texts (4 weeks)	Instructions (3 weeks)	Explanation (3 weeks)
Final written outcome	Following a practical task, produce a simple flow chart and record a series of sentences to support the explanation.	Write a first person recount retelling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and person	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.	Write a series of fiction-based instructions including diagrams	Produce a flowchart ensuring content is clearly sequenced
Suggested Context	Explanations How a circuit is made	Recounts: Neil Armstrong Based on the book ‘I am Neil Armstrong’ by Brad Meltzer & illustrated by	Information Texts: Read Follow the Moon Home and a book of Sea Creatures. Pick a sea creature to describe. Suggested Texts: Follow the Moon Home by Philippe Cousteau/Deborah Hopkinson, The Usborne Big Book of Sea Creatures by Minna	Instructions Use Rapunzel by Bethan Woollvin as stimulus to write a set of instructions on how to trap a fire giant	Explanation Use the core Text: Monsters: An Owner’s Guide by Jonathan Emmett & Mark Oliver to write an explanation

NB This is a working document and will be reviewed and updated regularly. This document is based on **Cycle A** foundation subjects.

		Christopher Eliopoulos	Lacy, The Fantastic Undersea Life of Jacques Cousteau by Dan Yaccarino, Manfish: a story of Jacques Cousteau by Jennifer Berne		
Poetry	Performance Poetry (2 weeks)		Free Verse (1 week)	Classic Poetry (2 weeks)	
Final Outcome	Learn by heart and perform poems to an audience		Read, write and perform free verse	Use a classic poem as a stimulus to produce own writing	
Suggested Context	Children learn different poems by heart and a range of performance techniques (The 6Ps) Children perform poems to an audience		Compose some poems inspired by the sea and under-sea creatures based on Michael Rosen The Seagulls The seagulls think we live at the seaside: the tower blocks are their cliffs; they swoop for fish in the gutter but are happy that it's last night's fried rice. They stand about screaming on the pavement beach and ride the sea-breezes pumped out by the cinema air-conditioning. They hover over the waves of cars and if you stare at them, wondering what they're doing so far from home, they stare back: 'This is our home now. That kebab is a crab.' From Michael Rosen's Big Book of Bad Things.	Classic Poems: Poems of Edward Lear Using Lear's celebrated poetry, including The Owl & the Pussycat, children are stimulated to write Suggested Texts: The Owl and the Pussycat by Edward Lear, The Quangle Wangle's Hat by Edward Lear and Helen Oxenbury, The Owl and the Astronaut by Gareth Owen (provided), various limericks by Edward Lear (provided)	

2023-24
ENGLISH Sticky Knowledge- WRITING Y2

	Term 1 - Autumn	Term 2 – Spring	Term 3 - Summer
Spelling	<p>spell some Y2 common exception words</p> <p>segment spoken words into phonemes and record these as graphemes. <i>(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, diffrent)</i></p>	<p>spell many Y2 common exception words</p> <p>spell longer words using suffixes such as ment, ness, ful, less, ly <i>(Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)</i></p>	<p>spell most Y2 common exception words</p> <p>use apostrophes for the most common contracted words. (e.g. don't, won't, I'll, I'm, won't)</p> <p>identify and apply my knowledge of homophones/ near homophones (There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</p>
Composition	<p>develop stamina for writing by writing for different purposes. <i>(Real and fictional/own and other's experiences- including simple narratives, poems and recounts)</i></p>	<p>plan and discuss the content of writing. <i>(Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)</i></p> <p>evaluate writing independently, with peers and with teacher by making simple additions and corrections. <i>(Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate')</i></p>	<p>proof-read to check for errors in spelling, grammar and punctuation. <i>(Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</i></p> <p>make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of writing.</p>

Grammar	make word choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing	<p>use expanded noun phrases to describe, expand and specify. (<i>'the delicate, blue butterfly flew off into the humid, summer sky'</i>)</p> <p>use subordination (using when, if, that or because). (<i>Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.</i>)</p>	<p>use sentences with different forms: statements, questions, exclamations and commands. (<i>'The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' Sift the flour and mix the other ingredients'</i>)</p> <p>use co-ordination (using or, and or but) You remembered your book bag but forgot your packed lunch.)</p> <p>use present and past tenses correctly and consistently including the progressive form. (Consistently makes the correct choice eg: <i>'She is drumming; she drummed, she was drumming'</i>)</p> <p>use adjectives, adverbs and expanded noun phrases to add detail and specify.</p>
Punctuation	<p>use full stops and capital letters- most are correct.</p> <p>use capital letters for the personal pronoun I and for most proper nouns.</p>	mostly use exclamation and question marks accurately to demarcate sentences.	<p>begin to use commas to separate items in a list.</p> <p>sometimes use apostrophes for singular possession</p>