

Year 2 Writing Long Term Plan

Autumn Term – The Lighthouse Keeper’s Lunch by Ronda and David Armitage

4 weeks		3 weeks		4 weeks		3 weeks	
Book: The Lighthouse Keeper’s Lunch by Ronda and David Armitage		Book: The Lighthouse Keeper’s Lunch by Ronda and David Armitage		Book: The Lighthouse Keeper’s Lunch by Ronda and David Armitage		Book: The Lighthouse Keeper’s Lunch by Ronda and David Armitage	
Genre Non- Chronological Report		Genre Postcard		Genre Narrative- retelling a well-known story		Genre Diary	
Model of Excellence Non-Chronological Report on seagulls		Model of Excellence Postcard – to Mr Grinling’s brother		Model of Excellence Simple story of The Lighthouse Keeper’s Lunch		Model of Excellence Diary about The Nativity (1 st person, written by the donkey)	
Warm	Non-Chronological report on dogs	Warm	Postcard, from the friend to Mr Grinling	Warm	Own version of ‘The Lighthouse Keeper’s Lunch’	Warm	Diary entry about The Nativity, by one of the three kings
Hot	Non-Chronological report on cats/fish/octopus	Hot	Postcard to the seagulls	Hot	Story of ‘The lighthouse Keeper’s Tea’	Hot	Diary entry about The Nativity, by Mary or Joseph
National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations	
<ul style="list-style-type: none"> Year 2 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 2 Common Exception Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 2 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 2 Common Exception Words – choose appropriate words to use in their writing 	
<u>Prior learning - consolidation (no new learning)</u> <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, list sentence 		<u>Prior learning</u> <ul style="list-style-type: none"> Co-ordinating conjunction sentence, expanded noun phrases, statement sentence <u>New learning</u> <ul style="list-style-type: none"> Subordinating conjunction sentence 		<u>Prior learning</u> <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences <u>New learning</u> <ul style="list-style-type: none"> List sentence 		<u>Prior learning</u> <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences <u>New learning</u> <ul style="list-style-type: none"> Diary openers 	
<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes for possession (singular) 		<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 		<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas in a list Apostrophes for contraction 		<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas in a list Apostrophes for contraction 	
<ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Main ideas organised into groups Heading and Sub-headings 		<ul style="list-style-type: none"> Ideas organised in chronological order using conjunctions that signal time Correct choice of tense throughout piece of writing – past tense 		<ul style="list-style-type: none"> Sentences organised chronologically and indicated by time related words Divisions in narrative marked by paragraphs (with support) 		<ul style="list-style-type: none"> Sentences organised chronologically and indicated by time related words Divisions in narrative marked by paragraphs (with support) Correct choice of tense throughout piece of writing – past tense 	
<ul style="list-style-type: none"> Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 		<ul style="list-style-type: none"> 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 Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 		<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) 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 Proof-reading to check for errors in spelling, grammar and punctuation 		<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) 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 Proof-reading to check for errors in spelling, grammar and punctuation Simple improvements made where appropriate 	

<ul style="list-style-type: none"> Subordination (using when, if, that, or because) and coordination (using or, and, or but) 	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> Tense: progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g. Present: She is drumming. Past: He was shouting. 	
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Year 2 Spelling, Punctuation and Grammar Long Term Plan

Autumn Term

Year 2 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application Red = Year 2 curriculum, blue = revision of previous year groups.															
Sentences for Year 2: List sentences with commas Subordinating conjunction sentences: when, if, that, because, so Simile sentences Expanded noun phrase sentences Revision Sentences from previous Year group(s): Statement sentence: capital letter with a full stop. Question sentence Exclamation sentence Co-ordinating conjunction sentences: and, or, so, but Command sentence															
4 weeks				3 weeks				4 weeks				3 weeks			
Writing genre link Non-chronological report				Writing genre link Postcard (Recount)				Writing genre link Story (Narrative)				Writing genre link Diary			
<p>SPAG Concept: Nouns, verbs and adjectives</p> <p>Sentence Work: Statement sentence: capital letter, finger spaces, full stop (use the term 'punctuation')</p> <p>Expanded noun phrase sentences</p>	<p>SPAG Concept: Nouns, verbs and adjectives</p> <p>Sentence Work: Statement sentence: capital letter, finger spaces, full stop (use the term 'punctuation')</p> <p>Expanded noun phrase sentences</p>	<p>SPAG Concept: Tense – simple past and present</p> <p>Sentence Work: Exclamation sentences. <i>Note – exclamations must start with 'What...'</i> or 'How...'</p>	<p>SPAG Concept: Tense – simple past and present</p> <p>Sentence Work: Exclamation sentences. <i>Note – exclamations must start with 'What...'</i> or 'How...'</p>	<p>SPAG Concept: Spelling: suffixes –ing, –ed, –er that are added to words where the root word does not change e.g helping, helper, helped.</p> <p>Sentence Work: Co-ordinating conjunctions: and, but, or</p>	<p>SPAG Concept: Spellings – plurals: –s –es</p> <p>Sentence Work: Statement sentences.</p> <p>Expanded noun phrase sentences</p>	<p>SPAG Concept: Spellings – plurals: –s –es</p> <p>Sentence Work: Statement sentences Expanded noun phrase sentences</p>	<p>SPAG Concept: Apostrophe for contraction</p> <p>Sentence Work: Subordinating conjunctions: when, if, that, because, so</p>	<p>SPAG Concept: Noun phrases & expanded noun phrases: e.g. The blue butterfly, plain flour, the man in the moon</p> <p>Sentence Work: Co-ordinating conjunctions: and, but, so, or</p>	<p>SPAG Concept: Tense: progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g Present: She is drumming Past: He was shouting.</p> <p>Sentence Work: List sentences</p>	<p>SPAG Concept: Tense: progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g Present: She is drumming Past: He was shouting.</p> <p>Sentence Work: List sentences</p>	<p>SPAG Concept: Apostrophe for contraction.</p> <p>Sentence Work: Subordinating conjunctions: when, if, that, because, so</p>	<p>SPAG Concept: Spelling: suffixes –ing, –ed, –er that are added to words where the root word does not change e.g helping, helper, helped.</p> <p>Sentence Work: Co-ordinating conjunctions: and, but, so, or</p>	<p>SPAG Concept: Apostrophe for singular possession</p> <p>Sentence Work: Question sentences.</p>		

Year 2 Writing Long Term Plan

Spring Term – The Owl Who was Afraid of the Dark by Jill Tomlinson

3 weeks		4 weeks		3 weeks		
Book: The Owl Who was Afraid of the Dark by Jill Tomlinson		Book: The Owl Who was Afraid of the Dark by Jill Tomlinson		Book: The Owl Who was Afraid of the Dark by Jill Tomlinson		
Poem: 'The Moon' by Robert Louis Stevenson.						
Genre Poetry		Genre Narrative - retelling a familiar story		Genre Recount		
Model of Excellence 'The Moon' by Robert Louis Stevenson		Model of Excellence Story – The Owl Who was Afraid of the Dark – one paragraph based on the story.		Model of Excellence A recount of a visit or school visit		
Warm	Poem about the sun	Warm	Story- The Seagull Who was Afraid of the Sea	Warm	A recount of the WBD visitor	
Hot	Poem about the stars	Hot	Story – The Dog Who was Afraid of the Ball	Hot	Recount of a recent school trip	
<u>National Curriculum Coverage and Caedmon's Expectations</u>		<u>National Curriculum Coverage and Caedmon's Expectations</u>		<u>National Curriculum Coverage and Caedmon's Expectations</u>		
<ul style="list-style-type: none"> Year 2 Common Exception Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 2 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 2 Common Exception Words – choose appropriate words to use in their writing 		
Prior learning <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, list sentence. New learning <ul style="list-style-type: none"> Simile sentence Adding in adverbs to describe the verb (ly) 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, expanded noun phrase sentence. 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, expanded noun phrase sentence 		
<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark contractions 		<ul style="list-style-type: none"> Use of capital letters, full stops and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 		<ul style="list-style-type: none"> Use of capital letters, full stops and exclamation marks to demarcate sentences Apostrophes to mark contractions Apostrophe for singular possession 		
<ul style="list-style-type: none"> Correct choice of tense throughout piece of writing – past tense Verses grouped 		<ul style="list-style-type: none"> Sentences organised chronologically and indicated by time related words Divisions in narrative marked by paragraphs (with support) 		<ul style="list-style-type: none"> Ideas organised in chronological order using conjunctions that signal time Correct choice of tense throughout piece of writing - past tense 		
<ul style="list-style-type: none"> 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 Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 		<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) 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 Proof-reading to check for errors in spelling, grammar and punctuation 		<ul style="list-style-type: none"> 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 Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 		
<ul style="list-style-type: none"> Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 		<ul style="list-style-type: none"> Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 		<ul style="list-style-type: none"> Use of the suffixes –er, –est in adjectives and the use of –ly in standard English to turn adjectives into adverbs 		

Year 2 Spelling, Punctuation and Grammar Long Term Plan

Year 2 Writing Long Term Plan

Summer Term – You’re a Bad Man, Mr Gum! By Andy Stanton

Year 2 – Monday & Tuesday: SPAG concept. 3 WEEKS WIDER CURRICULUM BASED – Link to Topic Red = Year 2 curriculum. Blue = revision of previous year groups.		2 weeks		6 weeks		3 weeks	
Book: You’re a Bad Man, Mr Gum!		Book: You’re a Bad Man, Mr Gum!		Book: You’re a Bad Man, Mr Gum!		Book: You’re a Bad Man, Mr Gum!	
Sentences for Year 2: List sentences with commas							
Genre Non-Chronological reports	Subordinating conjunction sentences: when, if, that, because, so Expanded noun phrase sentences	Genre , so Poem		Genre Narrative - Character descriptions and humorous story		Genre Letter	
Model of Excellence Non-chronological reports about Antarctica Sentences from previous Year group(s): Capital letter with a full stop. Question sentence		Model of Excellence Shape poem about Mr Gum’s friend (imaginary)		Model of Excellence Excerpt from You’re a Bad Man, Mr Gum!		Model of Excellence Letter from Mr Gum to his niece about the neighbours	
Warm	Exclamation Non-chronological reports about Africa Co-ordinating conjunction sentences: and, or, so, but	Warm	Shape poem about The Bathub Fairy (from text)	Warm	Story- humorous incident with Jake the dog	Warm	Letter from Mr Gum to his niece about the humorous incident with Jake
Hot	Commas Non-chronological report – England /Scotland/Wales	Hot	Shape poem about Mr Gum/ Jake the dog/ Mr Gum’s friend	Hot	Story- humorous incident with Bobby the cat/ Percy the Parrot/ Noah the neighbour (Burdler!)	Hot	Letter from Mr Gum to his niece about the humorous incident with Bobby the cat
Writing genre link		Writing genre link		Writing genre link		Writing genre link	
National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations	
<ul style="list-style-type: none"> Year 2 Common Exception Words – choose appropriate words to use in their writing. 		<ul style="list-style-type: none"> Year 2 Common Exception Words – choose appropriate words to use in their writing. 		<ul style="list-style-type: none"> Year 2 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 2 Common Exception Words – choose appropriate words to use in their writing 	
Prior learning - consolidation		Prior learning - consolidation		Prior learning - consolidation		Prior learning - consolidation	
<ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentence, list sentence, expanded noun phrase sentence 		<ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentence, list sentence, expanded noun phrase sentence 		<ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentence, list sentence, expanded noun phrase sentence 		<ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentence, list sentence, expanded noun phrase sentence 	
<ul style="list-style-type: none"> Commas to separate items in a list Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Commas to separate items in a list Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Commas to separate items in a list Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] 	
<ul style="list-style-type: none"> Sentences organised chronologically and indicated by time related words Divisions in narrative marked by paragraphs (with support) Correct choice of tense throughout piece of writing – present tense 		<ul style="list-style-type: none"> Connections between sentences - refer to characters / settings / feelings Shape format used 		<ul style="list-style-type: none"> Connections between sentences - refer to characters/settings e.g. Peter and Jane / They Correct choice of tense throughout piece of writing – past tense Divisions in narrative marked by paragraphs (with support) 		<ul style="list-style-type: none"> Ideas organised in chronological order using conjunctions that signal time Correct choice of tense throughout piece of writing - past tense 	
<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) 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 Proof-reading to check for errors in spelling, grammar and punctuation 		<ul style="list-style-type: none"> 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 Proof-reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear 		<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) 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 Proof-reading to check for errors in spelling, grammar and punctuation 		<ul style="list-style-type: none"> 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 Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	
<ul style="list-style-type: none"> Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 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 		<ul style="list-style-type: none"> Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 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 	

