## 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			
						WIDER CL	JRRICULUM BASED – Christmas writing (RE Link)		
Book: The	e Lighthouse Keeper's Lunch by Ronda and David Armitage	Book: The Lighthouse Keeper's Lunch by Ronda and David Armitage			e Lighthouse Keeper's Lunch by Ronda and David Armitage	Book: The Lighthouse Keeper's Lunch by Ronda and David Armitage			
<u>Genre</u> Non- Chro	onological Report	Genre Postcard		Genre Narrative-	retelling a well-known story	<u>Genre</u> Diary			
	Excellence onological Report on seagulls	Model of Excellence Postcard – to Mr Grinling's brother			Excellence bry of The Lighthouse Keeper's Lunch	Model of I Diary abou donkey)	Excellence ut The Nativity (1 <sup>st</sup> person, written by the		
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		
<u> </u>	National Curriculum Coverage and Caedmon's Expectations	Nation	al Curriculum Coverage and Caedmon's Expectations	National Curriculum Coverage and Caedmon's Expectations			National Curriculum Coverage and Caedmon's Expectations		
•	Year 2 Common Exception Words – choose appropriate words to use in their writing	•	Year 2 Common Exception Words - choose appropriate words to use in their writing	•	Year 2 Common Exception Words – choose appropriate words to use in their writing	•	Year 2 Common Exception Words – choose appropriate words to use in their writing		
Prior lear •	ning - consolidation (no new learning) Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, list sentence	Prior learnir  New learnin  •	Co-ordinating conjunction sentence, expanded noun phrases, statement sentence	Prior learr • <u>New learn</u>	Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences ing	Prior learn • <u>New learn</u>	Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences ing		
•	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes for possession (singular)	•	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	•	List sentence Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas in a list Apostrophes for contraction	•	Diary openers Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas in a list Apostrophes for contraction		
•	Correct choice and consistent use of present tense and past tense throughout writing Main ideas organised into groups Heading and Sub-headings	•	Ideas organised in chronological order using conjunctions that signal time Correct choice of tense throughout piece of writing – past tense	•	Sentences organised chronologically and indicated by time related words Divisions in narrative marked by paragraphs (with support)	•	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		
•	Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]		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]	•	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	•	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		

ordination (using or, and, or but)	present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	and past tense to mark actions in progress e.g. Present: She is drumming. Past: He was shouting.	
	was shouting]		
Common exception Sentence structure Punctuation Text structure and types	e Composition and Grammar effect		

Tense: progressive form of verbs (-ing) in the present

and past tense to mark actions in progress e.g. Present:

•

• Use of the progressive form of verbs in the

present and past tense to mark actions in

• Subordination (using when, if, that, or because) and co-

ordination (using or,

Autumn	Term
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Sentences for Yea	ar 2:												
List sentences wit													
	njunction sentences:	when, if, that, b	ecause, so										
Simile sentences	,		,										
Expanded noun p	hrase sentences												
	es from previous Yea	r group(s):											
Statement senter	nce: capital letter wi	th a full stop.											
Question sentend	e .	1 - C											
Exclamation sent	ence												
Co-ordinating cor	junction sentences:	and, or, so, but											
Command senter	ice												
	4 we	eks			3 weeks				4 weeks			3 weeks	
Writing genre lin	<u>k</u>			Writing genre link			Writing genre link			Writing genre link			
Non-chronologica	al report			Postcard (Recou	unt)		Story (Narrat	ive)			Diary		
	1	1	1		1					1		1	1
SPAG Concept:	SPAG Concept:	SPAG	SPAG Concept:	SPAG	SDAC	SDAC	SDAC	SDAC	SPAG Concept:	SDAC	SPAG Concept:	SPAG Concept:	SPAG Concept
Nouns, verbs	Nouns, verbs	Concept:	Tense – simple	Concept:	<u>SPAG</u> Concept:	SPAG Concept:	<u>SPAG</u> Concept:	<u>SPAG</u> Concept:	Tense:	SPAG Concept:	Apostrophe for	Spelling:	Apostrophe fo
and adjectives	and adjectives	Tense –	past and	Spelling:	Spellings –	Spellings –	Apostroph	Noun	progressive form	Tense:	contraction.	suffixes –ing, -	singular
and adjectives	and adjectives	simple past	present	suffixes –ing,	plurals: -s -	plurals: -s -	e for	phrases &	of verbs (-ing) in	progressive	contraction.	ed, -er that are	possession
Sentence Work:	Sentence Work:	and present	present	-ed, -er that	es	es	contractio	expanded	the present and	form of verbs	Sentence Work:	added to words	possession
Statement	Statement	und present	Sentence Work:	are added to	05	0	n	noun	past tense to	(-ing) in the	Subordinating	where the root	Sentence Wor
sentence:	sentence:	Sentence	Exclamation	words where	Sentence	Sentence		phrases: e.g.	mark actions in	present and	conjunctions:	word does not	Question
capital letter,	capital letter,	Work:	sentences. Note	the root	Work:	Work:	Sentence	The blue	progress e.g	past tense to	when, if, that,	change e.g	sentences.
finger spaces,	finger spaces,	Statement	- exclamations	word does	Statement	Statement	Work:	butterfly,	Present: She is	, mark actions	because, so	helping, helper,	
full stop (use	full stop (use	sentences	must start with	not change	sentences.	sentences	Subordinat	plain flour,	drumming	in progress		helped.	
the term	the term		'What' or	e.g helping,		Expanded	ing	the man in	Past: He was	e.g Present:			
'punctuation')	'punctuation')		<u>'How'</u>	helper,		noun phrase	conjunctio	the moon	shouting.	She is		Sentence Work:	
				helped.	Expanded	sentences	ns: when,	l		drumming		Co-ordinating	
Expanded noun	Expanded noun				noun phrase		if, that,	Sentence	Sentence Work:	Past: He was		conjunctions:	
phrase	phrase			Sentence	sentences		because,	Work:	List sentences	shouting.		and, but, so, or	
sentences	sentences			Work:			SO	Co-					
				Co-			1	ordinating		Sentence			
	1			ordinating				conjunctions:		Work:			
				conjunctions: and, but, or				and, but, so, or		List			

## 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				
	e 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				
	The Moon' by Robert Louis Stevenson.	6		C					
<u>ienre</u> oetry		<u>Genre</u> Narrative - I	retelling a familiar story	<u>Genre</u> Recount					
	<mark>f Excellence</mark> on' by Robert Louis Stevenson	'	<mark>.cellence</mark> Owl Who was Afraid of the Dark – one ased on the story.	Model of E A recount o	xcellence of a visit or school visit				
Varm	Poem about the sun	Warm	Story- The Seagull Who was Afraid of the Sea	Warm	A recount of the WBD visitor				
lot	Poem about the stars	Hot	Story – The Dog Who was Afraid of the Ball	Hot	Recount of a recent school trip				
	National Curriculum Coverage and Caedmon's Expectations	<u>Natio</u>	nal Curriculum Coverage and Caedmon's Expectations	<u>Nati</u>	onal Curriculum Coverage and Caedmon's Expectations				
•	Year 2 Common Exception Words - choose appropriate words to use in their writing	•	Year 2 Common Exception Words – choose appropriate words to use in their writing	•	Year 2 Common Exception Words – choose appropriate words to use in their writing				
irior lear • Iew leari •	Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, list sentence.	•	<u>z</u> - consolidation Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, expanded noun phrase sentence.	•	<u>ig - consolidation</u> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, expanded noun phrase sentence				
•	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark contractions	•	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]	•	Use of capital letters, full stops and exclamation marks to demarcate sentences Apostrophes to mark contractions Apostrophe for singular possession				
•	Correct choice of tense throughout piece of writing – past tense Verses grouped	•	Sentences organised chronologically and indicated by time related words Divisions in narrative marked by paragraphs (with support)	•	Ideas organised in chronological order using conjunctions that signal time Correct choice of tense throughout piece of writing - past tense				
•	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]	•	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	•	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]				
•	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	•	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	•	Use of the suffixes -er, -est in adjectives and the use of -ly in standard English to turn adjectives into adverbs				

#### Year 2 Writing Long Term Plan

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

	Wedresdays Thursday & Friday: Sentence WIDER CURRICULUM BASED THURSday & Friday: Sentence WIDER CURRICULUM BASED THURSday Construction	application	2 weeks						
Book . Yo	WIDER CURRICULUM BASED - Link to Topic	previous year			6 weeks	3 weeks			
2001.10	u're a Bad Man, Mr Gum!	Book: You're	a Bad Man, Mr Gum!	Book: You	ı're a Bad Man, Mr Gum!	Book: You're a Bad Man, Mr Gum!			
-	Sentences for Year 2:								
	List sentences with commas	-		-		_			
Genre	Subordinating conjunction sentences: when, if, that,	beenree, so		Genre		Genre			
Non-Chi	organaticstrepportes	Poem		Narrative	- Character descriptions and humorous story	Letter			
Madala	Expanded noun phrase sentences	Model of Two	allance	Madalaf	Fyeellanee				
Non-chr	f Excellence intences from previous Year group(s): onological reports about Antarcticar with a full stop.	Model of Exc	ellence about Mr Gum's friend (imaginary)		Excellence om You're a Bad Man, Mr Gum!	Model of Excell	ence Gum to his niece about the neighbours		
Non chi	Question sentence	Shape poem	about wir Guin's menu (imaginary)	Exectpt in	on rou re a bad man, wir dunn		duin to his niece about the heighbours		
Warm	Exclam Non-chronological reports about Africa	Warm	hape poem about The Bathtub Fairy (from text)	Warm	Story- humorous incident with Jake the dog	Warm	Letter from Mr Gum to his niece about the		
wann	Co-ordinating conjunction sentences: and, or, so, bu	vvaini c	mape poem about the bathtub taily (nom text)	wann	Story numbrous includint with sake the dog	wann	humorous incident with Jake		
Hot	CommaNon-chronological report – England	Hot S	hape poem about Mr Gum/ Jake the dog/ Mr Gum's	Hot	Story- humorous incident with Bobby the cat/ Percy the	Hot	Letter from Mr Gum to his niece about the		
	/Scotland/Wale3 weeks		riend 4 weeks		Parrot/ Noah the neighbowe(eksddler!)		humorous incident with Bobby the cat		
-	Writing genre link	Writingge			Writing genre link				
Nation	nal Curriculum Coverage and Caedmon's Expectations		al Curriculum Coverage and Caedmon's Expectations	Nati	ional Curriculum Coverage and Caedmon's Expectations	National Curriculum Coverage and Caedmon's Expectations			
•	Year 2 Common Exception Words – choose	• `	/ear 2 Common Exception Words – choose appropriate words	•	Year 2 Common Exception Words – choose appropriate	<ul> <li>Yea</li> </ul>	r 2 Common Exception Words – choose appropriate		
	appropriate words to use in their writing.	1	o use in their writing.		words to use in their writing	WOI	rds to use in their writing		
Prior lear	rning - consolidation		- consolidation	Prior learni	ing - consolidation	Prior learning - co			
•	Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation		Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences,	•	Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences,		ordinating conjunction sentence, subordinating junction sentence, question and exclamation sentences,		
	sentences, adding in adverbs within sentence, list		adding in adverbs within sentence, list sentence, expanded		adding in adverbs within sentence, list sentence, expanded		ling in adverbs within sentence, list sentence, expanded		
	sentence, expanded noun phrase sentence		noun phrase sentence		noun phrase sentence		in phrase sentence		
	sentence, expanded noun pinase sentence								
•	Commas to separate items in a list	• (	Commas to separate items in a list	•	Commas to separate items in a list	<ul> <li>Apc</li> </ul>	ostrophes to mark where letters are missing in spelling		
•	Use of capital letters, full stops, question marks and	• 1	Jse of capital letters, full stops, question marks and	•	Use of capital letters, full stops, question marks and	and	to mark singular possession in nouns [for example, the		
	exclamation marks to demarcate sentences		exclamation marks to demarcate sentences		exclamation marks to demarcate sentences	girl	's name]		
•	Apostrophes – possession (singular) and	• /	Apostrophes – possession (singular) and contractions	•	Apostrophes – possession (singular) and contractions				
	contractions								
•	Sentences organised chronologically and indicated		Connections between sentences - refer to characters / settings / feelings	•	Connections between sentences - refer to characters/settings e.g. Peter and Jane / They		as organised in chronological order using conjunctions t signal time		
	by time related words Divisions in narrative marked by paragraphs (with		Shape format used		Correct choice of tense throughout piece of writing – past		rect choice of tense throughout piece of writing - past		
	support)		nape format used		tense	ten			
•	Correct choice of tense throughout piece of writing			•	Divisions in narrative marked by paragraphs (with support)				
	– present tense				and the second				
•	Develop positive attitudes towards and stamina for	• 1	Planning or saying out loud what they are going to write	•	Develop positive attitudes towards and stamina for writing	<ul> <li>Plar</li> </ul>	nning or saying out loud what they are going to write		
	writing by:		about; writing down ideas and/or key words, including new		by: writing narratives about personal experiences and those	abo			
	writing narratives about personal experiences and		vocabulary; encapsulating what they want to say, sentence by		of others (real and fictional)		iting down ideas and/or key words, including new		
	those of others (real and fictional)		entence	•	Planning or saying out loud what they are going to write		abulary, encapsulating what they want to say, sentence		
•	Planning or saying out loud what they are going to write about		Proof-reading to check for errors in spelling, grammar and punctuation.		about Writing down ideas and/or key words, including new		sentence of-reading to check for errors in spelling, grammar and		
	Writing down ideas and/or key words, including		Read aloud what they have written with appropriate		vocabulary, encapsulating what they want to say, sentence		inctuation [for example, ends of sentences punctuated		
	new vocabulary, encapsulating what they want to		ntonation to make the meaning clear		by sentence		rectly]		
	say, sentence by sentence			•	Proof-reading to check for errors in spelling, grammar and				
•	Proof-reading to check for errors in spelling,				punctuation				
	grammar and punctuation								
•	Use of the suffixes -er, -est in adjectives and the		Jse of the progressive form of verbs in the present and past	•	Use of the suffixes -er, -est in adjectives and the use of -ly		e of the suffixes -er, -est in adjectives and the use of -ly		
	use of -ly in Standard English to turn adjectives into		ense to mark actions in progress [for example, she is		in Standard English to turn adjectives into adverbs		tandard English to turn adjectives into adverbs		
	adverbs	0	drumming, he was shouting	•	Use of the progressive form of verbs in the present and past		e of the progressive form of verbs in the present and past		
-	Add suffixes to spell longer words, including -ment,				tense to mark actions in progress [for example, she is drumming, he was shouting		se to mark actions in progress [for example, she is mming, he was shouting		
	–ness, –ful, –less, –ly								

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 sente	nce									-			
	3 weeks		2 we	eks	6 weeks					3 weeks			
Writing genre lir Non-chronologic				<u>Writing genre link</u> Poem		Writing genre link Narrative					Writing genre link Letter		
SPAG Concept: Apostrophe for singular possession Sentence Work: Co-ordinating conjunctions: and, but, so, or	SPAG Concept: Suffixes: (Covered during Spring 2 spelling scheme) adding -ed, -ing, -er & -est to: 1. A root word ending in -y with a consonant before it e.g copy. 2. Words ending in -e with a consonant before it e.g hike 3. Words of one syllable ending in a single consonant letter after a single vowel letter e.g sad, pat Sentence Work: Exclamations Note - exclamations must start with 'What' or 'How' Questions Statements Commands <u>Note</u> - commands <u>Note</u>	SPAG Concept: Tense – simple past and present Sentence Work: Exclamations Note – exclamations must start with 'What' or 'How' Questions Statements Commands do not have exclamation marks. (including revision of punctuation: copital letters & full stops for proper nouns and the personal pronoun 1').	SPAG Concept: Noun phrases & expanded noun phrases: e.g. The blue butterfly, plain flour, the man in the moon <u>Sentence Work:</u> Commas in a list sentence with 'and'.	SPAG Concept: Apostrophe for singular possession Sentence Work: Exclamations Note exclamations must start with 'What' or 'How' Questions Statements Commands do not have exclamation marks. (including revision of punctuation: capital letters & full stops for proper nouns and the personal pronoun 1').	SPAG Concept: Suffixes: (Covered during Spring 2 spelling scheme) addinged, -ing, -er & est to: 1. A root word ending iny with a consonant before it e.g copy. 2. Words ending ine with a consonant before it e.g hike 3. Words of one syllable ending in a single consonant letter after a single vowel letter e.g sad, pat Sentence Work: Subordinating conjunctions: when, if, that, because, so	SPAG Concept: Apostrophe for contraction. Apostrophe for singular possession. Sentence Work: Co-ordinating conjunctions: and, but, so, or	SPAG Concept: How do suffixes change words (nouns and verbs) into adjectives? – ful -less E.g colour – changes to colour <u>ful</u> ; magic – changes to use <u>ful</u> Sentence Work: Descriptive sentences using noun phrases & expanded noun phrases (within a simple sentence): e.g. The blue butterfly, plain flour, the man in the moon	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. Sentence Work: List sentences.	SPAG Concept: Suffixes -er, - est in adjectives. Sentence Work: Subordinating conjunctions: when, if, that, because, so	SPAG Concept: Tense – simple past and present 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. Sentence Work Descriptive sentences using noun phrases & expanded noun phrases (within a simple sentence): e.g. The blue butterfly, plain flour, the man in the moon	SPAG Concept: Apostrophe for contraction Apostrophe for singular possession. Sentence Work: Co-ordinating conjunctions: and, but, so, or	SPAG Concept: SuffixIy to turn adjectives into adverbs. Sentence Work: Subordinating conjunctions: when, if, that, because, so	