

Literacy long term planning

Year 2

This is the updated long term planning which includes genres to be taught each half term to ensure that there is coverage for narrative, poetry and nonfiction. Links have been made to topics when possible. Units have also been moved around to enable progression in writing to be used for moderation throughout the year.

Year 2	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<i>Genre moderation focus</i>	<i>Narrative</i>	<i>Instructions</i>	<i>Non-chronological report</i>	<i>Persuasive text</i>	<i>Explanation text</i>	<i>Recount</i>
<i>Narrative</i>	<p>When I Grow up 1 week</p> <p>Traditional tales from a variety of cultures</p> <p>The story Tree – The Sweetest Song (CLPE) 3weeks</p> <p>Spooky Spooky House 1 week</p> <p>The Colour Monster (literacy shed +) 2 weeks</p>	<p>Quest and Adventure stories</p> <p>The Way Back Home 2 weeks</p> <p>Visual literacy</p> <p>Partly Cloudy 2 weeks</p> <p>Meerkat Mail (includes nonfiction) (literacy shed +) 2 weeks</p>	<p>Stories by the same author</p> <p>Cressida Cowell author study – Emily Brown series 4 weeks</p>	<p>Traditional Tales</p> <p>The Twits Include poetry and nonfiction within the unit 3 weeks</p> <p>The Hackney Martian 1 ½ weeks</p> <p>The Dark(CLPE) 1 ½ weeks</p>	<p>Stories involving fantasy</p> <p>Anna Hibiscus (CLPE) [links to geography] 2 weeks</p> <p>Stories in familiar settings</p>	<p>Traditional Tales</p> <p>Oliver Twist (linked to history topic of the Victorians) 4 weeks</p>
<i>Poetry</i>	<p>Emotion poems with colour monster</p>			<p>Poetry covered in the dark with list poems</p>		
<i>Nonfiction</i>		<p><u>Instructions</u></p> <p><u>How to make animal toast/sandwich (linked to D&T)</u></p>	<p><u>Information text</u></p> <p><u>Non chronological reports based on animals (links to science for animals including humans)</u> <u>2 weeks</u></p>	<p><u>Persuasive writing linked to The Dark</u></p>	<p><u>Explanation text linked to science – life cycle of an animal</u> 2 weeks</p>	<p><u>Recounts</u></p> <p><u>Recount of trip (Supports history unit of Victorians)</u> <u>1 week</u></p>

Explore stranger danger through stories. This can be done in The Story Tree, The Way Back Home,

Explore what make a true friend and supportive friends in The Twits, Anna Hibiscus, Oliver Twist, Julia Donaldson author study, Partly Cloudy.

Explore right and wrong in Oliver Twist, The Twits

Curriculum Drivers:

These drivers should shape and lead our curriculum, we need to plan with them consistently and are at the core of our curriculum

We want our children to have enquiring, creative, independent minds	We want our children to be good communicators	We want our children to be good problem solvers	We want our children to have a healthy future
<p>To have enquiring, creative, independent minds we need:</p> <ul style="list-style-type: none">• Competitions• Explore• Research skills• Choices• Daily challenges• Reflective learning• Ask our own questions• make connections to ideas• encourage use of imagination• brainstorming	<p>To be good communicators we need:</p> <ul style="list-style-type: none">• Paired Talk• Debating• Presentations• Team Work• Letter Writing• BLOG/VLOG• Hot seating• Acting/Performing• Active and Attentive Listening• Learning Behaviours (DR)• ICT Literate	<p>To be good problem solvers we need:</p> <ul style="list-style-type: none">• Questioning• Experiments• Resilience• Real life problems• Discovery• To Find Solutions	<p>To have a healthy future we need:</p> <ul style="list-style-type: none">• First Aid• Cooking• Diet/Exercise• Recycle, Reuse, Reduce• Making correct choices• Campaigning• Emotional wellbeing• Open forums for discussions safety• Citizenship• Global Issues• Personnel responsibility

Literacy Medium Term Planning

Year 2

All Teacher Assessment Criteria Highlighted – **Expected**,

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/ text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative/ When I Grow Up	Expanded noun phrases	No blue paper	<ul style="list-style-type: none"> ● draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; ● read writing aloud with appropriate intonation to make the meaning clear; ● use new and familiar punctuation correctly; ● use sentences in different forms; ● expand noun phrases to describe and specify. 	<p>Spells common exception words (there, here, where, school)</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Re-reading to check writing makes sense and that verbs to indicate time are used correctly</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Reads aloud what they have written with appropriate annotation</p> <p>Listens and responds using appropriate register, asks and answers questions and maintains attention</p>
Narrative The story tree (CLPE)	<ul style="list-style-type: none"> - Setting description - Character description - sequence retelling the story - Simple narrative based on known text 	<p>Blue paper – write the story of Little Red Riding Hood</p> <p>Yellow/pink paper – retelling of the story</p> <p>Publish – story writing on framed writing frames – lines</p>	<ul style="list-style-type: none"> ● draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; ● sequence sentences to form short narratives; ● write for different purposes including about fictional personal experiences, poetry, nonfiction and real events; ● reread and evaluate writing to check it makes sense and make simple revisions; ● read writing aloud with appropriate intonation to make the meaning clear; ● use new and familiar punctuation correctly; ● use sentences in different forms; ● expand noun phrases to describe and specify; ● use past and present tense correctly and consistently; ● use simple conjunctions to link subordinate and co-ordinating clauses 	<p>Spells common exception words (beautiful, little, with, some, came, should, saw)</p> <p>Spells words with alternative graphemes for known phonemes (ai – gate, away, tray-bla, came igh- shining, like, behind, smiled, why)</p> <p>Forms lower case and capital letters of the correct size, orientation and relationship to one another</p> <p>Use full stops, capital letters and exclamation marks to demarcate sentences – focus full stops and capital letters</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Use think aloud before each sentence</p> <p>Evaluates and makes improvements to their own writing based on feedback</p> <p>Draws on ideas and vocabulary from books they have read and have had read to them</p> <p>Gives well-structured descriptions, explanations and narratives including expressing feelings</p>
Narrative Spooky Spooky House	Create class pop up book Focus on expanded noun phrases	No blue paper	<ul style="list-style-type: none"> ● draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; ● reread and evaluate writing to check it makes sense and make simple revisions; ● read writing aloud with appropriate intonation to make the meaning clear; ● use new and familiar punctuation correctly; ● use sentences in different forms; ● expand noun phrases to describe and specify. 	<p>Spells common exception words (there, here, where, school)</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Re-reading to check writing makes sense and that verbs to indicate time are used correctly</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Reads aloud what they have written with appropriate annotation</p> <p>Listens and responds using appropriate register, asks and answers questions and maintains attention</p>
Narrative The colour monster	*Character description *first person narrative	none	<ul style="list-style-type: none"> ● Draft and write by composing and rehearsing sentences orally ● Sequence sentences to form short narratives In narrative create settings, characters and plot ● Write for different purposes including fictional narratives and information 	<p>Spells common exception words (every, break, steak, past, grass, path, bath, hour, whole, Mr, Mrs)</p> <p>Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining</p>

			<ul style="list-style-type: none"> Reread writing to check it makes sense and make simple revisions Discuss and evaluate what they have written with the teacher or other pupils distinguishing between homophones and near-homophones learning to spell more words with contracted forms the present and past tenses correctly and consistently including the progressive form 	<p>Adds suffixes -ed, -er, est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Uses subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Draws on ideas and vocabulary from books they have read or have been read to them.</p> <p>Writes sentences in different forms: statements, questions, exclamations, command</p> <p>Articulates and justifies answers, arguments and opinions, speaking audibly and fluently</p>
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Autumn 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Genre/text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Oliver Jeffers- The Way Back Home	-Thought bubbles/ speech bubbles/ direct speech Diary/letter writing	Blue paper – write a diary of what they did on the weekend Yellow/pink paper – write a diary from point of the view of the boy/penguin Publish – letter with envelope	<ul style="list-style-type: none"> learning to spell common exception words use spacing between words that reflects the size of the letters writing for different purposes encapsulating what they want to say, sentence by sentence read aloud what they have written with appropriate intonation to make the meaning clear expanded noun phrases to describe and specify [for example, the blue butterfly] adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	<p>Spells common exception words (find, kind, behind, only, cold, great)</p> <p>Forms lower case and capital letters of correct size, orientation and relationship to one another</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Uses full stops, capital letters and exclamation marks to demarcate sentences</p> <p>Reads aloud what they have written with appropriate annotation</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Articulates and justifies answers, arguments and opinions, speaking audibly and fluently</p>
Narrative Meerkat Mail (includes nonfiction)	*writing narrative *writing fact file	None	<ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify. Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; using conjunctions ‘and’, ‘or’, ‘but’ to join sentences; using ‘when’, ‘because’, ‘if’, ‘where’, etc. to create subordinate clauses. 	<p>Spells common exception words (there, here, where, school)</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Rereading to check writing makes sense and that verbs to indicate time are used correctly</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Reads aloud what they have written with appropriate annotation</p> <p>Listens and responds using appropriate register, asks and answers questions and maintains attention</p>
Narrative Visual literacy Pixar animation –	Speech via speech marks and speech bubbles	Blue paper – toy story, what are they characters	<ul style="list-style-type: none"> learning to spell more words with contracted forms planning or saying out loud what they are going to write about 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 	<p>Spells common exception words (could, would, parents, everybody, people, busy, any, eye)</p> <p>Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining</p>

Partly cloudy	Writing story for images	saying to each other	<ul style="list-style-type: none"> 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) adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	<p>Adds suffixes -ed, -er, est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words</p> <p>Use full stops, capital letters and exclamation marks to demarcate sentences</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Draws on ideas and vocabulary from books they have read or have been read to them.</p> <p>Writes sentences in different forms: statements, questions, exclamations, command</p> <p>Gives well-structured descriptions, explanations and narratives including expressing feelings</p>
Instructions How to make animal toast - links to D&T	Children to be able to write a set of instructions	No blue paper	<ul style="list-style-type: none"> Listen to and follow more complex instructions Begin to recognise that they style of writing is for precision as opposed to other styles Plan and write a set of instructions for a familiar topic Include a introduction, a list of materials needed and sequential steps Use expanded noun phrases to give detail and accuracy Use subordinating and coordinating conjunctions Use commas to separate items in a list Include a title 	<p>Use full stops, capital letters and exclamation marks to demarcate sentences</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Draws on ideas and vocabulary from books they have read or have been read to them.</p> <p>Writes sentences in different forms: statements, questions, exclamations, command</p>

Spring 1 - independent writing tasks begin from this term till the end of the SATS

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Genre/ text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Cressida Cowell author study using the Emily Brown series	Characters descriptions Understanding author style Writing own story based on style of author Letter to author	Blue paper – letter to friend Yellow/pink paper – own narrative in style of author and letter to author Character description as unaided for assessment file Publishing – letter into neat with envelop	<ul style="list-style-type: none"> learning to spell common exception words writing down ideas and/or key words, including new vocabulary Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including fictional narratives and information Reread writing to check it makes sense and make simple revisions Discuss and evaluate what they have written with the teacher or other pupils Read aloud what they have written with appropriate intonation to make the meaning clear adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	<p>Spells common exception words (mind, told, great, pretty, who, clothes, even)</p> <p>Uses the possessive apostrophe with singular nouns and spells words with contracted forms</p> <p>Uses the present and past tense correctly and consistently</p> <p>Use full stops, capital letters and exclamation marks to demarcate sentences</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Says aloud what they are going to write about</p> <p>Rereading to make sure what they write makes sense and that verbs to indicate time are used correctly</p> <p>Listens and responds using appropriate register, asks and answers questions and maintains attention</p>
Nonfiction - Non	Researching related animals	Blue paper – write non	<ul style="list-style-type: none"> learning to spell common exception words writing down ideas and/or key words, including new vocabulary 	Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining

chronological reports on animals	Writing non-chronological report	chronological report on an animals Yellow/pink – non-chronological report on class pet	<ul style="list-style-type: none"> 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 	<p>Adds suffixes –ed, -er, est and –ing to words ending in y and suffixes –ment, -ness, -ful, -less and –ly to root words</p> <p>Uses the present and past tense correctly and consistently</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Draws on ideas and vocabulary from books they have read or have been read to them.</p> <p>Writes sentences in different forms: statements, questions, exclamations, command</p> <p>Considers different viewpoints, attending to and building on contributions of others</p>
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Spring 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Genre/text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Roald Dahl - The Twits (include poetry, instructions and persuasive writing)	Character description Letter to RSPCA Writing own trick Newspaper report Acrostic poems Instructions for cooking	Blue paper – newspaper on an event in the news Yellow/pink – letter to RSPCA and news report Writing for trick as unaided for assessment file Publish – news report for class book	<ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including fictional narratives and information Reread writing to check it makes sense and make simple revisions Discuss and evaluate what they have written with the teacher or other pupils distinguishing between homophones and near-homophones learning to spell more words with contracted forms the present and past tenses correctly and consistently including the progressive form 	<p>Spells common exception words (every, break, steak, past, grass, path, bath, hour, whole, Mr, Mrs)</p> <p>Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining</p> <p>Adds suffixes –ed, -er, est and –ing to words ending in y and suffixes –ment, -ness, -ful, -less and –ly to root words</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Uses subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Draws on ideas and vocabulary from books they have read or have been read to them.</p> <p>Writes sentences in different forms: statements, questions, exclamations, command</p> <p>Articulates and justifies answers, arguments and opinions, speaking audibly and fluently</p>

Summer 1

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Genre/text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative and nonfiction The Hackney Martian (includes nonfiction)	Recount Information text Retelling of story Expanded noun phrases	As text teaches multiple genres no blue paper needed	<ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify. 	<p>Spells common exception words (there, here, where, school)</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Re-reading to check writing makes sense and that verbs to indicate time are used correctly</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Reads aloud what they have written with appropriate annotation</p> <p>Listens and responds using appropriate register, asks and answers questions and maintains attention</p>

			<ul style="list-style-type: none"> • Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; • using conjunctions 'and', 'or', 'but' to join sentences; using 'when', 'because', 'if', 'where', etc. to create subordinate clauses. 	
Narrative The Dark (CLPE)	<p>Description of the dark</p> <p>Writing a narrative sequence retelling the story</p> <p>A free-verse poem about the dark (or light)</p> <p>Writing on thought or speech bubbles</p> <p>Piece of advice for Lazlo</p> <p>Argument in defence of the dark or urging caution</p> <p>Instructions to make a glow jar</p> <p>Non-chronological report about nocturnal animals</p> <p>Book review</p>	<p>Blue paper – diary</p> <p>Yellow pink paper – recount in diary form</p> <p>Publish on black paper with coloured neon pencils</p>	<ul style="list-style-type: none"> • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; • sequence sentences to form short narratives; • write for different purposes including about fictional personal experiences, poetry, nonfiction and real events; • reread and evaluate writing to check it makes sense and make simple revisions; • read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly; • use sentences in different forms; • use past and present tense correctly and consistently; • use simple conjunctions to link subordinate and co-ordinating clauses • adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	<p>Spells common exception words (house, nobody, itself, could, would, wouldn't, something, without, thank you, you're, didn't, again)</p> <p>Spells words with alternative graphemes for known phonemes (/ai/ day, say, away, same, basement, gazing, /ee/ creaky, squeaks, belonged, maybe, very /oa/ cold, window, old, nobody, open, show, close)</p> <p>Adds suffixes -ed, -er, est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words</p> <p>Uses the possessive apostrophe with singular nouns and spells words with contracted forms</p> <p>Adds suffixes -ed, -er, -est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and ly to root words.</p> <p>Writes sentences with different forms: statement, commands, questions and exclamations</p> <p>Evaluates and makes improvements to their own writing based on feedback</p> <p>Considers different viewpoints, attending to and building on contribution from others</p>
Narrative Anna Hibiscus	<p>Comparison writing diaries letters</p>	No blue paper	<ul style="list-style-type: none"> • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; • sequence sentences to form short narratives; • write for different purposes including about fictional personal experiences, poetry, nonfiction and real events; • reread and evaluate writing to check it makes sense and make simple revisions; • read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly; • use sentences in different forms; • use past and present tense correctly and consistently; • use simple conjunctions to link subordinate and co-ordinating clauses 	<p>Spells common exception words (house, nobody, itself, could, would, wouldn't, something, without, thank you, you're, didn't, again)</p> <p>Spells words with alternative graphemes for known phonemes (/ai/ day, say, away, same, basement, gazing, /ee/ creaky, squeaks, belonged, maybe, very /oa/ cold, window, old, nobody, open, show, close)</p> <p>Adds suffixes -ed, -er, est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words</p> <p>Uses the possessive apostrophe with singular nouns and spells words with contracted forms</p> <p>Adds suffixes -ed, -er, -est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and ly to root words.</p> <p>Writes sentences with different forms: statement, commands, questions and exclamations</p>

			<ul style="list-style-type: none"> adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	<p>Evaluates and makes improvements to their own writing based on feedback</p> <p>Considers different viewpoints, attending to and building on contribution from others</p>
Explanation text, linked to science and life cycles	Exploring explanation text and understanding the features Researching Creating own explanation text	No blue paper	<ul style="list-style-type: none"> Discuss a range of explanation texts and their basic features Draw diagrams/flowcharts that are clearly sequenced and caption the process Begin to write longer explanations linked to personal experiences or from topic/interest Use expanded noun phrases to give detail and accuracy Use subordinating and coordinating conjunctions Use commas to separate items in a list Consistent use of tense 	<p>Spells common exception words (house, nobody, itself, could, would, wouldn't, something, without, thank you, you're, didn't, again)</p> <p>Spells words with alternative graphemes for known phonemes (/ai/ day, say, away, same, basement, gazing, /ee/ creaky, squeaks, belonged, maybe, very /oa/ cold, window, old, nobody, open, show, close)</p> <p>Adds suffixes -ed, -er, -est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words</p> <p>Uses the possessive apostrophe with singular nouns and spells words with contracted forms</p> <p>Adds suffixes -ed, -er, -est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and ly to root words.</p> <p>Writes sentences with different forms: statement, commands, questions and exclamations</p> <p>Evaluates and makes improvements to their own writing based on feedback</p>

Summer 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Genre/text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Oliver Twist	Writing is role and reflecting on the journey of the character	Blue paper – diary Yellow/pink – diary of events of Oliver's life	<ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, nonfiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; use past and present tense correctly and consistently; use simple conjunctions to link subordinate and co-ordinating clauses adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	<p>Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining</p> <p>Adds suffixes -ed, -er, -est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words</p> <p>Uses the present and past tense correctly and consistently</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Draws on ideas and vocabulary from books they have read or have been read to them.</p> <p>Writes sentences in different forms: statements, questions, exclamations, command</p> <p>Considers different viewpoints, attending to and building on contributions of others</p> <p>Articulates and justifies answers, arguments and opinions, speaking audibly and fluently</p>
Nonfiction Recount	*sequencing *recount	None	<ul style="list-style-type: none"> learning to spell common exception words writing down ideas and/or key words, including new vocabulary 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 	<p>Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining</p> <p>Adds suffixes -ed, -er, -est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words</p> <p>Uses the present and past tense correctly and consistently</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Draws on ideas and vocabulary from books they have read or have been read to them.</p> <p>Writes sentences in different forms: statements, questions, exclamations, command</p>

				<i>Considers different viewpoints, attending to and building on contributions of others</i>
Poetry Puffin book of fantastic first poems (CLPE)	Vocabulary and phrase collections - Poems inspired by the collection	Blue paper – writing know poem i.e. nursery rhyme Yellow/pink paper – to write own food poem Publish – card/opens up in the shape of their food poem is based	<ul style="list-style-type: none"> • Develop positive attitudes and stamina for writing by writing poetry; • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; • write for different purposes including poetry; • reread and evaluate writing to check it makes sense and make simple revisions; • read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly; • use sentences in different forms; • expand noun phrases to describe and specify. 	<p><i>Spells common exception words (there, here, where, school)</i></p> <p><i>Uses expanded noun phrases to expand and specify</i></p> <p><i>Re-reading to check writing makes sense and that verbs to indicate time are used correctly</i></p> <p><i>Writes down ideas and/or key ideas including new vocabulary</i></p> <p><i>Reads aloud what they have written with appropriate annotation</i></p> <p><i>Listens and responds using appropriate register, asks and answers questions and maintains attention</i></p>

Greater Depth Objectives- Evident Throughout Writing Tasks

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in most of their writing.