



## Year 2 Writing Long Term Plan

Term	Length	Stimulus	Genre	Skills	GD
Autumn 1 8 Weeks	3 weeks	Jack and the Beanstalk	<b>Narrative</b> <ul style="list-style-type: none"> <li>• Retell a 3 part story that has a key central character.</li> <li>• Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</li> <li>• Demarcate sentences with capital letters and full stops.</li> <li>• Understand how to write in the past tense</li> <li>• Write in the third person</li> <li>• Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>• Spell most common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Expand information using some subordination AND co-ordination</li> <li>• Use some expanded noun phrases to describe and specify</li> <li>• Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>• Structure own writing deciding on what goes in each part</li> </ul>



## Year 2 Writing Long Term Plan

	<b>2 weeks</b>	Castles	<p><b>Non-chronological report</b></p> <ul style="list-style-type: none"> <li>• Use information from research to group and assemble information into a short non-chronological report.</li> <li>• Expand on the information using subordination, coordination, expanded noun phrases to describe and specify.</li> </ul>	<ul style="list-style-type: none"> <li>• Use information from research to group and assemble information into a short non-chronological report.</li> <li>• Write about a real event, recording it simply and clearly</li> <li>• Demarcate sentences with capital letters and full stops.</li> <li>• Understand how to write in the past tense</li> <li>• Write in the third person</li> <li>• Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>• Spell most common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Expand information using some subordination AND co-ordination</li> <li>• Use some expanded noun phrases to describe and specify</li> <li>• Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>• Structure own writing deciding on what goes in each part</li> </ul>
	<b>1 week</b>	The Frog	<b>Poetry</b>	<ul style="list-style-type: none"> <li>• Write a similar poem for an alternative animals.</li> </ul>	

## Year 2 Writing Long Term Plan

	1 week	Literacy Shed – Book of Butterflies	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Write a 3 part story that has a key central character.</li> <li>• Include different setting descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a story of 3 parts following a model using simple descriptive language</li> <li>• Demarcate sentences with capital letters and full stops.</li> <li>• Understand how to write in the past tense</li> <li>• Write in the third person</li> <li>• Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>• Spell most common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Expand information using some subordination AND co-ordination</li> <li>• Use some expanded noun phrases to describe and specify</li> <li>• Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>• Structure own writing deciding on what goes in each part</li> </ul>
Autumn 27 Weeks	3 weeks	Rumplestiltskin	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Retell a traditional tale – with repeated events using the rule of three.</li> <li>• Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</li> <li>• Demarcate sentences with capital letters and full stops.</li> <li>• Understand how to write in the past tense</li> <li>• Write in the third person</li> <li>• Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>• Spell most common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Expand information using some subordination AND co-ordination</li> <li>• Use some expanded noun phrases to describe and specify</li> <li>• Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>• Structure own writing deciding on what goes in each part</li> </ul>

## Year 2 Writing Long Term Plan

<b>2 weeks</b>	Castles Visit	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</li> <li>Write same recount as a third person recount.</li> </ul>	<ul style="list-style-type: none"> <li>Write about a real event, recording it simply and clearly</li> <li>Demarcate sentences with capital letters and full stops.</li> <li>Understand how to write in the past tense</li> <li>Write in the first person</li> <li>Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>Spell most common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Expand information using some subordination AND co-ordination</li> <li>Use some expanded noun phrases to describe and specify</li> <li>Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>Structure own writing deciding on what goes in each part</li> </ul>
<b>1 week</b>	The More it Snows- AA Milne	<p><b>Assessment Week Poetry –</b></p>	<ul style="list-style-type: none"> <li>Write a simple poem using rhyming couplets.</li> </ul>	
<b>1 week</b>	<b>Literacy Shed – Zhara</b>	<p><b>Diary Entry</b></p> <ul style="list-style-type: none"> <li>Write a diary entry, making consistent use of the first person.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate sentences with capital letters and full stops.</li> <li>Understand how to write in the past tense</li> <li>Write in the first person</li> <li>Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>Spell most common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Expand information using some subordination AND co-ordination</li> <li>Use some expanded noun phrases to describe and specify</li> <li>Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>Structure own writing deciding on what goes in each part</li> </ul>



## Year 2 Writing Long Term Plan

Spring 16 weeks	1 week Culture Week				
	2 weeks	Elmer	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Plan and tell a 3-part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</li> <li>Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple, coherent narratives in three parts</li> <li>Expand noun phrases to describe and specify</li> <li>Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use a wider range of subordination (e.g. when/if/that/because) to join clauses</li> <li>Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>Use spacing between words that reflects the sizes of the letters</li> <li>Spell common exception words covered so far</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently to recount, instruct and entertain</li> <li>Decide on the structure of writing based on its form.</li> <li>Know what features to change when changing the form of writing.</li> <li>Identify where words are spelt incorrectly</li> <li>Edit own writing with simple corrections</li> <li>Add suffixes to spell some words correctly</li> <li>Experiment with cursive writing</li> <li>Understand 1st person and 3rd person writing</li> <li>Experiment with a range of ways of expanding nouns</li> <li>Experiment with adverbs</li> </ul>
	1 week	Roald Dahl Revolting Rhymes	<p><b>Poetry</b></p>	<ul style="list-style-type: none"> <li>Write a tale with a twist, like a revolting rhyme.</li> </ul>	



## Year 2 Writing Long Term Plan

	<b>2 weeks</b>	How to make a floating water garden – Chinampa	<p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</li> <li>• Extend and clarify instructions using expanded nouns, subordination and coordination to specify and add detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands</li> <li>• Expand noun phrases to describe and specify</li> <li>• Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>• Use a wider range of subordination (e.g. when/if/that/because) to join clauses</li> <li>• Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>• Use spacing between words that reflects the sizes of the letters</li> <li>• Spell common exception words covered so far</li> </ul>	<ul style="list-style-type: none"> <li>• Write effectively and coherently to recount, instruct and entertain</li> <li>• Decide on the structure of writing based on its form.</li> <li>• Know what features to change when changing the form of writing.</li> <li>• Identify where words are spelt incorrectly</li> <li>• Edit own writing with simple corrections</li> <li>• Add suffixes to spell some words correctly</li> <li>• Experiment with cursive writing</li> <li>• Understand 1st person and 3rd person writing</li> <li>• Experiment with a range of ways of expanding nouns</li> <li>• Experiment with adverbs</li> </ul>
<b>Spring 2 6 weeks</b>	<b>2 weeks</b>	Flat Stanley	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Plan and tell a story in four parts with clear use of subordination and coordination.</li> <li>• Expand on the main event with a focus on use of verbs and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple, coherent narratives in four parts</li> <li>• Expand noun phrases to describe and specify</li> <li>• Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>• Use a wider range of subordination (e.g. when/if/that/because) to join clauses</li> <li>• Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>• Use spacing between words that reflects the sizes of the letters</li> <li>• Spell common exception words covered so far</li> </ul>	<ul style="list-style-type: none"> <li>• Write effectively and coherently to recount, instruct and entertain</li> <li>• Decide on the structure of writing based on its form.</li> <li>• Know what features to change when changing the form of writing.</li> <li>• Identify where words are spelt incorrectly</li> <li>• Edit own writing with simple corrections</li> <li>• Add suffixes to spell some words correctly</li> <li>• Experiment with cursive writing</li> <li>• Understand 1st person and 3rd person writing</li> <li>• Experiment with a range of ways of expanding nouns</li> <li>• Experiment with adverbs</li> </ul>



## Year 2 Writing Long Term Plan

<b>2 weeks</b>	Rainbow Fish	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• Write a narrative recount in role.</li> <li>• Write about a real experience.</li> <li>• Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change.</li> </ul>	<ul style="list-style-type: none"> <li>• Write about a real experience structured appropriately</li> <li>• Expand noun phrases to describe and specify</li> <li>• Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>• Use capital "I" for personal pronouns</li> <li>• Use a wider range of subordination (e.g. when/if/that/because) to join clauses</li> <li>• Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>• Use spacing between words that reflects the sizes of the letters</li> <li>• Spell common exception words covered so far</li> </ul>	<ul style="list-style-type: none"> <li>• Write effectively and coherently to recount, instruct and entertain</li> <li>• Decide on the structure of writing based on its form.</li> <li>• Know what features to change when changing the form of writing.</li> <li>• Identify where words are spelt incorrectly</li> <li>• Edit own writing with simple corrections</li> <li>• Add suffixes to spell some words correctly</li> <li>• Experiment with cursive writing</li> <li>• Understand 1st person and 3rd person writing</li> <li>• Experiment with a range of ways of expanding nouns</li> <li>• Experiment with adverbs</li> </ul>
<b>1 week</b>		<b>Assessment Week</b>	•	•



## Year 2 Writing Long Term Plan

	1 week	<b>Literacy Shed – Something Fishy</b>	<b>Non-Chronological Report</b> <ul style="list-style-type: none"><li>• Use information from research to group and assemble information into a short non-chronological report.</li><li>• Expand on the information using subordination, coordination, expanded noun phrases to describe and specify.</li></ul>	<ul style="list-style-type: none"><li>• Use information from research to group and assemble information into a short non-chronological report.</li><li>• Write about a real event, recording it simply and clearly</li><li>• Demarcate sentences with capital letters and full stops.</li><li>• Understand how to write in the past tense</li><li>• Write in the third person</li><li>• Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li><li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• Form lower-case letters of the correct size relative to one another in some of their writing</li><li>• Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li><li>• Spell most common exception words taught so far</li></ul>	<ul style="list-style-type: none"><li>• Expand information using some subordination AND co-ordination</li><li>• Use some expanded noun phrases to describe and specify</li><li>• Use a wider range of adjectives e.g. superlative and comparative adjectives</li><li>• Structure own writing deciding on what goes in each part</li></ul>
--	--------	--	--	--	---

## Year 2 Writing Long Term Plan

Summer 15 weeks	3 weeks	<b>The Ugly Five – Julia Donaldson</b>	<b>Narrative</b> <ul style="list-style-type: none"> <li>To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</li> <li>Expand on the language by introducing simple figurative language and more adventurous vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use past tense mostly correctly and consistently</li> <li>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> <li>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Spell many common exception words</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Experiment with simple figurative language</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>spell most common exception words</li> <li>add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>use the diagonal and horizontal strokes needed to join some letters</li> <li>Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul>
	1 week	Literacy Shed - The Clock Tower	<b>Present Tense Recount</b> <ul style="list-style-type: none"> <li>Write a recount in role.</li> <li>Write in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Expand noun phrases to describe and specify</li> <li>Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use capital “I” for personal pronouns</li> <li>Use a wider range of subordination (e.g. when/if/that/because) to join clauses</li> <li>Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>Use spacing between words that reflects the sizes of the letters</li> <li>Spell common exception words covered so far</li> <li>Write in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently to recount, instruct and entertain</li> <li>Decide on the structure of writing based on its form.</li> <li>Know what features to change when changing the form of writing.</li> <li>Identify where words are spelt incorrectly</li> <li>Edit own writing with simple corrections</li> <li>Add suffixes to spell some words correctly</li> <li>Experiment with cursive writing</li> <li>Understand 1st person and 3rd person writing</li> <li>Experiment with a range of ways of expanding nouns</li> <li>Experiment with adverbs</li> </ul>

## Year 2 Writing Long Term Plan

	<b>1 week</b>	Gorilla – Anthony Browne	<p><b>Non-chronological report</b></p> <ul style="list-style-type: none"> <li>Use the language and structural features in a specific form eg. leaflet.</li> <li>Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</li> </ul>	<ul style="list-style-type: none"> <li>Write about real events, recording these simply and clearly</li> <li>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use past tense mostly correctly and consistently</li> <li>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> <li>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Spell many common exception words</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Experiment with simple figurative language</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>spell most common exception words</li> <li>add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>use the diagonal and horizontal strokes needed to join some letters</li> <li>Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul>
<b>Summer 2 7 weeks</b>	<b>3 weeks</b>	Gorilla – Anthony Browne	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</li> <li>Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use past tense mostly correctly and consistently</li> <li>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> <li>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Spell many common exception words</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Experiment with simple figurative language</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>spell most common exception words</li> <li>add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>use the diagonal and horizontal strokes needed to join some letters</li> <li>Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul>



## Year 2 Writing Long Term Plan

<b>2 weeks</b>	Gorilla – Anthony Browne	<p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>Write a simple persuasive piece based on research, a topic of interest or fictional book.</li> <li>Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple persuasive piece</li> <li>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use past tense mostly correctly and consistently</li> <li>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> <li>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Spell many common exception words</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Experiment with simple figurative language</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>spell most common exception words</li> <li>add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>use the diagonal and horizontal strokes needed to join some letters</li> <li>Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul>
<b>1 week</b>	Edward Lear – The Owl and The Pussy Cat	<p><b>Assessment Week Poetry</b></p>	<ul style="list-style-type: none"> <li>Write an adapted poem in the style of the Owl and the Pussy Cat</li> <li>Create a bank of rhyming couplets.</li> </ul>	
<b>1 week</b>	Aspirations – Careers Benchmark		<ul style="list-style-type: none"> <li>Create a “future me” profile.</li> </ul>	