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| **Clifford All Saints Primary School****Year 2 English Writing Long Term Plan 2021 – 2022** |

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| **Autumn 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Reading Focus:** | Fiction: The Tale of Peter RabbitNon-fiction: Taking Flight (the Wright Brothers) |
| **Text Type:** | Fact fileNarrative Description StoryStory maps and retelling: the Tale of Peter Rabbit | Chronological report in the style of a blog (link to computing) | Autumn Poetry (senses) and journey stick sequences |
| **SPAG Focus** | Write statements as sentences: full stops, capital letters and finger spaces**Consolidate:**Determiners (a, the)**Vocab:** NounAdjective Expanded noun phraseWrite noun phrases using adjectives. | Write statements as sentences: full stops, capital letters and finger spaces**Sentence Types:**StatementQuestionExclamationCommandWrite questions using question words (Who, what, where, why, when, do/does, have/has, is/are etc.). | Commas to separate items in a list.Commas to separate adjectives in a sentence (The small, white mouse). |

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| **Autumn 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Reading Focus:** | Fiction: Tell Me a DragonElves and the Shoemaker |
| **Text Type:** | Fantasy Story / Descriptive WritingCharacters and Settings | Narrative Story Writing**Consolidate:**Sequencing sentences to form short narratives.Plan short narrative with beginning / middle / end.Play script |
| **SPAG****Focus** | Use co-ordinating (and, but, so) and subordinating (because when, if) conjunctions to join sentences and clauses.Write expanded noun phrases using adjectives (the blue butterfly, the beautiful, blue butterfly)Word focus:AdjectiveAdverbVerb | Use co-ordinating (and, but, so) and subordinating (because when, if) conjunctions to join sentences and clauses Use of the past tense using irregular verbs.**Consolidate:**Sequencing sentences to form short narratives.Plan short narrative with beginning / middle / end. |

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| **Spring 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Reading Focus:** | Fiction: The Bakers Boy and the Great FireRoald Dahl – Giraffe, Pelly and Me |
| **Text Type:** |  Diary of Samuel Pepys  Newspaper Report | Wanted PosterPersuasive Letter Writing |
| **SPAG****Focus** | Apostrophes for contractions to show where letters are missing (It’s doesn’t, I’m, He’s etc.).Apostrophes to show singular possession in nouns (the girl’s name).Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  | Sentence Types:StatementQuestionExclamationCommandWrite questions using question words (Who, what, where, why, when, do/does, have/has, is/are etc.).Proofreading to check for errors |

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| **Spring 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Reading Focus:** | Fiction: Traditional TalesBaba Yaga |
| **Text Type:** | Information Text – the Big 5 (linked to Africa teaching)Non chronological reports and Fact files | Story writing (story mountains) |
| **SPAG** **Focus** | Write expanded noun phrases using additional nouns (the butterfly with blue wings, the man on the moon). | Use the progressive form of verbs in the past tense (was / were +ing) to show actions happening over a period of time in the past. |

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| **Summer 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Reading Focus:** | Fiction: Oliver TwistQueen Victoria’s Bathing MachinePoetry: The Quangle Wangle’s hat |
| **Text Type:** | Story chronologyCharacter DescriptionsDiary Entry. | InstructionsRecount | Talk4Writing – poetry  |
| **SPAG** **Focus:** | Similes and metaphorsWrite expanded noun phrases using additional nouns (the butterfly with blue wings, the man on the moon).Use co-ordinating (and, but, so) and subordinating (because when, if) conjunctions to join sentences and clauses. | To use a particular tense consistently in a piece of writing.Write commands which begin with imperative verbs (chop the cheese, spread the butter etc).Word focus:AdjectiveAdverbVerbImperative (bossy) verbs. | Apostrophes to show singular possession in nouns (the girl’s name).Similes and metaphors |

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| **Summer 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Reading Focus:** | Fiction:Why Water’s Worth It Lori HarrisonLila and the Secret Rain David Conway and Jude Dal |
| **Text Type:** | Diary WritingDescriptive memories  | Persuasive Letter WritingWriting a speech (speaking and listening link) | Summer Seasonal Poetry |
| **SPAG Focus:** | Suffixes Combining words to form compound words (e.g. superman, whiteboard).Consolidate:Question marks for questions.Exclamation marks for exclamations. | Use the progressive (is/am + ing) form of verbs in the present tense to show actions happening now.Editing and ImprovingRead aloud what they have written with appropriate intonation to make the meaning clear |  |