


<b>Writing Medium term plan</b>	<b>Year 2 - Autumn 1</b>		
<b>Stimulus/Text</b>	Little Red Hen	Making toast	Goldilocks and the three bears
<b>Genre</b>	Narrative/ Story sequence	Instructions	Character description

<b>Transcripti on</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<p>Form all cursive joins and apply them to their own writing.</p> <p>All children to have a fluent and legible style of cursive handwriting.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  <a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a>  - Straight Line Continuous Cursive Letters - i l t x  </p> <p>Form lower case letters of the correct size relative to one another.</p> <p>-</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul>	<p>Learn how to use full stops, capital letters, exclamation marks and question marks</p> <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Learn how to use co-ordination (using or, and, or but)</p> <p>Also:  Develop their understanding of the concepts set out in English Appendix 2  Use the grammar for year 2 in English Appendix 2  Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	- Year 2 Common exception words	<ol style="list-style-type: none"> <li>1. Words where 'dge' makes a /j/ sound</li> <li>2. Words where 'ge' makes a /j/ sound</li> <li>3. Words where 'g' makes a /j/ sound</li> <li>4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</li> <li>5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</li> <li>6. Challenge Words</li> </ol>



<b>Writing Medium term plan</b>	<b>Year 2 - Autumn 2</b>		
<b>Stimulus/Text</b>	Goldilocks and the three bears	Whatever Next	Planetarium
<b>Genre</b>	Letter	Lists	Recount

<b>Transcription</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>
<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Form all cursive joins and apply them to their own writing.</p> <p>All children to have a fluent and legible style of cursive handwriting.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p> <ul style="list-style-type: none"> <li>- Curves to Start - Continuous Cursive Letters - c a d g q o e s</li> </ul> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p>Learn how to use full stops, capital letters, exclamation marks and question marks</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command</p> <p>Learn how to use co-ordination (using or, and, or but)</p> <p>Also: Develop their understanding of the concepts set out in English Appendix 2 Use the grammar for year 2 in English Appendix 2 Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>Common exception words for Year 2</p>	<ol style="list-style-type: none"> <li>1. Words where 'wr' makes a /r/ sound at the beginning of words</li> <li>2. Words ending in 'le'</li> <li>3. Words ending in 'el'</li> <li>4. Words ending in 'al'</li> <li>5. Words ending in 'il' Challenge Words</li> </ol>

<b>Writing Medium term plan</b>	<b>Year 2 - Spring 1</b>		
<b>Stimulus/Text</b>	Jack and the Beanstalk & alternative (Jack and the baked beanstalk)	My Bean Diary	No Nancy No London Landmarks
<b>Genre</b>	Narrative and Character description	Non-Fiction - instructions	Recount

<b>Transcription</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<p>Form all cursive joins and apply them to their own writing. All children to have a fluent and legible style of cursive handwriting.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p> <p>- Top exit - Continuous Cursive Letters - <i>r</i>, <i>u</i>, <i>w</i></p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- 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</li> </ul>	<p>Learn how to use subordination (using when, if, that, or because)</p> <p>Learn how to use commas for lists</p> <p>Also: Develop their understanding of the concepts set out in English Appendix 2 Use the grammar for year 2 in English Appendix 2 Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	- Common exception words	<ol style="list-style-type: none"> <li>1. Words where 'y' makes an /igh/ sound</li> <li>2. Words where '-es' is added to words ending in 'y'</li> <li>3. Words where '-ed' is added to words ending in 'y'</li> <li>4. Words where '-er' and '-est' are added to words ending in 'y'</li> <li>5. Words where '-ing' is added to</li> </ol>

					words ending in 'e' 6. Challenge Words
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<b>Writing Medium term plan</b>	<b>Year 2 - Spring 2</b>		
<b>Stimulus/Text</b>		Rumplestiltskin	Paper Bag Princess
<b>Genre</b>	Poetry	Diary	Narrative

<b>Transcription</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<p>Form all cursive joins and apply them to their own writing.</p> <p>All children to have a fluent and legible style of cursive handwriting.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p> <p>- Tunnel Continuous Cursive Letters - n, m, h, b p, u</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Learn how to use the present and past tenses correctly and consistently including the progressive form</p> <p>Also: Develop their understanding of the concepts set out in English Appendix 2 Use the grammar for year 2 in English Appendix 2 Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	Common exception words for Year 2	<ol style="list-style-type: none"> <li>1. Words where '-er', '-est' and '-ed' is added to words ending in 'e'</li> <li>2. Words where '-ing' is added to single syllable words</li> <li>3. Words where '-ed' is added to single syllable words</li> <li>4. Words where 'a' makes an /or/ sound</li> <li>5. Words where 'o' makes an /u/ sound</li> <li>6. Challenge Words</li> </ol>

<b>Writing Medium term plan</b>	<b>Year 2 - Summer 1</b>		
<b>Stimulus/Text</b>	Dear Greenpeace	David Attenborough	Trip to the seaside day - in school
<b>Genre</b>	Letter	Biography	Recount

<b>Transcription</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<p>Form all cursive joins and apply them to their own writing.</p> <p>All children to have a fluent and legible style of cursive handwriting.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p> <p>- Hooks, loops and lines - Continuous Cursive Letters - <i>j, y, f, k</i></p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>	<p>Learn how to use the present and past tenses correctly and consistently including the progressive form</p> <p>Learn how to use apostrophes for contracted forms and the possessive (singular)</p> <p>Also: Develop their understanding of the concepts set out in English Appendix 2 Use the grammar for year 2 in English Appendix 2 Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	Common exception words	<ol style="list-style-type: none"> <li>1. Words where 'ey' makes an /ee/ sound</li> <li>2. Words where 'a' makes an /o/ sound</li> <li>3. Words where 'or' and 'ar' make an /er/ or /or/ sound</li> <li>4. Words where 's' makes an /z/ sound</li> <li>5. Words ending in '-ment' and '-ness'</li> <li>6. Words ending in '-ful' and '-less'</li> </ol>

<b>Writing Medium term plan</b>	<b>Year 2 - Summer 2</b>		
<b>Stimulus/Text</b>	The Woolly Bear Caterpillar/ minibeast non-fiction	Lighthouse Keepers lunch	Healthy wrap/ How to make a disgusting sandwich
<b>Genre</b>	Non-chronological report	Setting description	Instructions

<b>Transcription</b>	<b>Handwriting</b>	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>
	<p>Form all cursive joins and apply them to their own writing.</p> <p>All children to have a fluent and legible style of cursive handwriting.</p>				
<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p> <p>- Review - Continuous Cursive Letters</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul>	<p>Learn how to use some features of written Standard English</p> <p>Also: Develop their understanding of the concepts set out in English Appendix 2 Use the grammar for year 2 in English Appendix 2 Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>- Common exception words for Year 2</p>	<p>Words that are homophones or near homophones Words that are homophones or near homophones Words ending in '-tion' Words containing an apostrophe for contraction# Words containing an apostrophe for possession Challenge Words</p>