

Year 2 Writing Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: The Little Red Hen (2 weeks) Outcome: Retell of the story of The Little Red Hen Purpose: To entertain Audience: Year R children Form: Narrative	Text: Guy Fawkes Outcome: A Letter to his mum Purpose: To inform Audience: Guy Fawkes mum Form: a letter	Text: Owl and the Pussycat Outcome: Children's book – the next adventure of the Owl and the Pussycat Purpose: To entertain Audience: Year R children Form: Narrative	Text: Big Bear, Little Brother Outcome: Diary to recount the fictional experiences of the Bear and Minik Purpose: To convey thoughts and feelings about experiences Audience: Themselves – personal recount Form: Recount in the form of a diary entry	Text: Storm Whale Outcome: News report about the beached whale Purpose: To inform Audience: Somebody we care about Form: News report	Text: Night gardener (HIAS) Outcome: A collection of description of the topiaries for signage in the park Purpose: To describe the topiaries and change to the town Audience: Visitors to the park and park keeper Form: Descriptive narratives in the form of signage
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - Appropriately sequences ideas - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences - Use coordinating conjunctions (or/and/but) - Write expanded noun phrases to describe and specify	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Write questions (beginning with who/what/when/where/how etc) - Appropriately sequences ideas - Write statements - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. - When planning, write down ideas and/or key words, including new vocabulary - Write expanded noun phrases to describe and specify - Use capital letters, full stops, question marks and exclamations to demarcate sentences - Link related sentence through the use of pronouns and adverbials where appropriate - Proof read to check for errors in spelling, grammar and punctuation	- add suffixes to spell longer words - learn how to use the present and past tenses correctly and consistently including the progressive form - learning to spell more words with contracted forms - what they are going to write before beginning by planning or saying out loud what they are going to write about - learn how to use some features of written Standard English - make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation	- When planning, write down ideas and/or key words, including new vocabulary. - Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience. - Use a range of prepositions. - Use sentences with different forms: questions, statement, command, exclamation. - Use the progressive form correctly, e.g. he was shouting - Use commas to separate items in a list - Use apostrophes to mark singular possession in nouns. - Form nouns using suffixes -ness, -er and by compounding, e.g. whiteboard, superman.	- write down ideas and/or key words, including new vocabulary - learn how to use commas between adjectives - learn how to use subordination - learn how to use apostrophes for singular possession - learn how to use expanded noun phrases to describe and specify - consider what they are going to write before beginning by planning or saying out loud what they are going to write about - make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils

				Proof-read to check for errors in spelling, grammar and punctuation	
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: The Three Little Pigs (2 weeks) Outcome: Alternative version of the Three Little Pigs Purpose: To entertain Audience: Year 1 children Form: Retell	Text: The Owl who was afraid of the dark Outcome: Create a narrative (imitate) Purpose: To entertain Audience: Peers Form: Narrative - story	Text: Outcome: Purpose: Audience: Form:	Text: Tell me a Dragon Outcome: A poem about dragons Purpose: To entertain Audience: Children Form: A poem	Text: Grandma Bird Outcome: An alternative ending Purpose: To entertain Audience: Peers Form: Narrative	Text: The Wild by Yuval Zommer Outcome: A letter about climate change Purpose: To persuade Audience: Local council Form: A letter
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Appropriately sequences ideas - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences - Use coordinating conjunctions (or/and/but) - Write expanded noun phrases to describe and specify - Use -ly to turn adjectives into adverbs – slow/slowly	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. - When planning, write down ideas and/or key words, including new vocabulary - Write expanded noun phrases to describe and specify - Use capital letters, full stops, question marks and exclamations to demarcate sentences - Link related sentence through the use of pronouns and adverbials where appropriate - Proof read to check for errors in spelling, grammar and punctuation		- Write expanded noun phrases to describe and specify - Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - Learning to spell common exception words form lower-case letters of the correct size relative to one another - When planning, write down ideas and/or key words, including new vocabulary - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Appropriately sequences ideas - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences - Use coordinating conjunctions (or/and/but) - Write expanded noun phrases to describe and specify - Use -ly to turn adjectives into adverbs – slow/slowly	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Write questions (beginning with who/what/when/where/how etc) - Appropriately sequences ideas - Write statements - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
Learning Journey 3	Learning Journey 3				
Text: Biscuit Bear	Text: Jack Frost/ Poems about Seasons				

Outcome: Purpose: To inform Audience: Children interested in farming Form: Fact File	Outcome: Winter Poem Purpose: To entertain Audience: Children Form: Poem				
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Appropriately sequences ideas - Write statements - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences - Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.				