Writing long Term Planning and Overview Year 2

Text Type	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction (Texts and Writing Outcomes) (3 weeks)	Cops and Robbers – Allan Ahlberg and Janet Ahlberg -Character descriptions -letters of apology Trust Me, Mum – By Angela Mc Callister -diary entry - character description	Bog Baby – by Jeanne Willis -build up to own narrative/ version The Incredible Book Eating Boy by Oliver Jeffers -diary entry A Squash and a Squeeze and The Smartest Giant in Town – Julia Donaldson –build up to own narrative	Meerkat Mail By Emily Gravitt -Non- chronological report - New vocabulary The Frankenstein Teacher' by Tony Bradman and Peter Kavanagh -vocabulary based on a storm - use of vocabulary to create a setting description	Masai and I – by Virginia Kroll -Questions based on a different culture -diary entry in role The Ugly Five – By Julia Donaldson -character description of one of the animals.	'The Snail and the Whale' by Julia Donaldson - - Visualization of settings - Illustrations of characters – descriptive writing – recount - Simple recount (postcard) The Storm Whale by Benji Davis -Newspaper report	Katie Morag by Mairi Hedderwick – -Setting description -Letter writing The Lighthouse Keeper's lunch by Rhonda Armitage -Diary in role -Character description Who rules the rock pool? - Letter writing - Setting description
Non- Fiction (Texts and Writing Outcomes) (2 weeks)	Non-fiction text based on black history – Rosa Parks, Harriet Tubman and Mary Seacole -Fact files -Newspaper reports	Non-fiction texts – based on Bonfire Night -Information posters Non fiction text based on – Remembrance Day. -Information writing	Non-fiction 'The Great Fire of London' -Fact files - Newspaper report -	Non fiction – Africa -writing a brochure – persuasive writing -African animal fact files -Non Chronological report - Africa	Non fiction – Seasides (then and now)– Information writing	Non-Fiction – coasts – Non – chronological report

Poetry (Texts and Writing Outcomes) (1 week)	Benjamin Zephaniah – What Do People Need? Adapted version - New vocabulary - Own version about racism	Firework Night by Enid Blyton Poetry based on Bonfire Night - Acrostic poems - Shape Poems In Flanders Filed By John Mc Cree Remembrance day -Rhyming couplets	The Great Fire of London by Paul Perro -Own version of the poem – ordering events	'The Mouse and the Lion' by Julia Donaldson - Character profiling - Own version with new animals	Seaside Poems by Jill Bennett -Rhyming couplets - Own version based on own experiences of the seaside	

Vocabulary, Grammar & Punctuation (National Curriculum)	Word: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs • Sentence: Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Text: Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letter s are missing in spelling and to mark singular possession in nouns [for example, the girl's name] • Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Spelling (Spelling Shed)	-The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds. -The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.' - The /j/ sound spelled with a g. - The /s/ sound spelled c before e, i and y. -The /n/ sound spelled kn and gn at the beginning of words. Common Exception Words – door, floor, poor, because, find, kind, mind, behind, child, children	-The /r/ sound spelled 'wr' at the beginning of words. -The /l/ or /ul/ sound spelled '-le' at the end of words. -The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. - The /l/ or /ul/ sound spelled '-al' at the end of words. - Words ending in '-il.' Common Exception Words Wild, climb, most, only, both, old, cold, gold, hold, told	-The long vowel 'i' spelled with a y at the end of words. - Adding '-es' to nouns and verbs ending in 'y.' - Adding '-ed' to words ending in y. The y is changed to an i. - Adding '-er' to words ending in y. The y is changed to an i. - Adding 'ing' to words ending in 'e' with a consonant before it. Common Exception Words Every, everybody, even. Great, break, steak, pretty, beautiful, after, past, father, class, grass	-Adding 'er' to words ending in 'e' with a consonant before it. - Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound. -Adding '–ed" to words of one syllable. The last letter is doubled to keep the short vowel sound. -The 'or' sound spelled 'a' before ll and ll - The short vowel sound 'o.' Common Exception Words Pass, plant, bath, path, bath, hour, move, prove, improve, sure, sugar	-The /ee/ sound spelled '–ey' -Words with the spelling 'a' after w and qu. - The /er/ and /or/ sound spelled with or or ar. -The /z/ sound spelled s. - The suffixes '-ment' and '-ness' - The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words. Common Exception Words Eye, could, should, would, whole, who, any, many, clothes, busy	-These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings -These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. -Words ending in '-tion.' -Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. -The possessive apostrophe (singular) Common Exception Words People, water, again, half, money, Mr, Mrs, parents, Christmas