



South Gosforth First School - English
Year 2 – Writing Long Term Plan



Term Autumn 1	Autumn 1 (First Unit)	Autumn 1 (Second Unit)
Writing Outcome	The Writing Framework – Sentence Level Work Transcription, Dictation & Handwriting	Information Text (Blue Whale – T4W)
Suggested Texts	The Whales' Song by Dyan Sheldon	Model information text
<u>Reading Comprehension Learning Outcomes</u>	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently. • Discussing the sequence of events in books. • Recognising simple recurring literary language in stories. • Making inferences on the basis of what is being said and done, answering and asking questions. • Participating in discussions about books and other works that are read to them and those that they can read for themselves.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently. • Discussing how items of information are related. • Being introduced to non-fiction books that are structured in different ways. • Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. • Participating in discussions about books and other works that are read to them and those that they can read for themselves.
<u>Writing Learning Outcomes</u>	• Develop their understanding of how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Expand noun phrases for description and specification. • Ensure correct use of familiar punctuation - capital letters, full stops, exclamation marks and question marks – to demarcate sentences. • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling. • Learn to spell common exception words. • Form lower-case letters of the correct size relative to one another. • Use spacing between words that reflects the size of the letters. • Write from memory simple sentences, dictated by the teacher, that include words using the GPCs, common exception words and punctuation taught so far.	• Develop positive attitudes towards writing. • Write for different purposes. • Consider what they are going to write before beginning by saying out loud what they are going to write about. • Encapsulate what they want to say, sentence by sentence. • Re-read their writing to check it makes sense. • Use spacing between words that reflects the size of the letters. • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few homophones.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Learn and re-tell simple information texts with a three-part structure in sentences or short paragraphs: ○ an opening that introduces the reader to the topic ○ a number of chunks of information about the topic ○ a conclusion with an amazing fact • Use this framework to create new texts by simple substitution and addition. • Collect and use known facts or invent facts. • Organise facts into a sequence for writing following the three-stage framework.



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Term Autumn 2	Autumn 2 (First Unit)	Autumn 2 (Second Unit)
Writing Outcome	Poetry	Recount (The Great Fire of London – T4W)
Suggested Texts	‘London’s Burning’ Range of Firework Poetry	Model text of a recount of a real event
Reading Comprehension Learning Outcomes	• Listen to, discuss and express views about a wide range of poetry at a level beyond that at which they can read independently. • Recognise simple recurring literary language in poetry. • Discuss their favourite words and phrases. • Build a repertoire of poems learnt by heart, appreciate these and be able to recite some, with appropriate intonation to make meaning clear. • Participate in discussions about poems that are read to them and those that they can read for themselves.	• Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently. • Be introduced to non-fiction books that are structured in different ways. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Check that the text makes sense to them as they read and correct inaccurate reading. • Make inferences on the basis of what is being said and done, answering and asking questions.
Writing Learning Outcomes	• Develop positive attitudes towards writing. • Consider what they are going to write before beginning by saying aloud what they are going to write about. • Form lower case letters of the correct size relative to one another. • Use spacing between words that reflects the size of the letters. • Learn to spell common exception words. • Include expanded noun phrases to describe and specify.	• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Write narratives about the personal events of others. • Consider what they are going to write before beginning by planning or saying aloud what they are going to write about. • Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists. • Use the past tense correctly and consistently. • Expand noun phrases to describe and specify.
Talk for Writing Tool Kit Progression of Skills	• Invent impossible ideas, e.g. magical wishes; experiment with alliteration to create humorous and surprising combinations. • Observe details of first hand experiences using the senses and making adventurous word choices, experimenting with similes. • List words and phrases, use a repeating pattern or shape on the page.	Organise recounts in sequence: Opening to describe When? Who? What? Where? to create introductory sentences which capture the main event. • A middle section to expand opening and describe events in detail. • A conclusion to round it off, and show how it felt. • Use past tense consistently and correctly. • Use a range of time connectives and conjunctions to sequence sentences first, after that, when, but, then, so, or, because etc. • Use technical vocabulary for accuracy. • Choose adjectives and similes to add detail and precision.



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Term Spring 1	Spring 1 (First Unit)	Spring 1 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework – Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Character Flaw – T4W)
<u>Suggested Texts</u>	Sentences linked to Geography topic – Oceans and Continents	Bad Nana by Sophy Henn
<u>Reading Comprehension Learning Outcomes</u>	• Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently. • Be introduced to non-fiction books that are structured in different ways. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Draw on what they already know or on background information and vocabulary provided by the teacher	• Listen to, discuss and express views about a range of contemporary stories at a level beyond that at which they can read independently. • Discuss the sequence of events in books and how items of information are related. • Discuss their favourite words and phrases. • Check that the text makes sense to them as they read and correct inaccurate reading. • Make inference on the basis of what is being said and done, answering and asking questions. • Participate in discussions about books.
<u>Writing Learning Outcomes</u>	• Learn how to use sentences with different forms – statement, question, exclamation, command. • Develop an understanding of the concept of subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>). • Use familiar punctuation correctly. • Use commas to separate items in a list. • Learn to spell words with contracted forms, using apostrophes to mark where letters are missing in spelling. • Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones. • Distinguish between homophones and near homophones. • 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. • Write from memory simple sentences, dictated by the teacher, that include words using the GPCs, common exception words and punctuation taught so far.	• Develop positive attitudes towards writing. • Write for different purposes. • Consider what they are going to write before beginning by planning what they are going to write about. • Encapsulate what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their writing. • Re-read their writing to check it makes sense. • Learn how to use new punctuation correctly – commas for lists. • Use expanded noun phrases to describe and specify. • Write capital letters of the correct size, orientation and relationship to one another and to lower case letters.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Use character posters, role on the wall, mind maps etc. to encourage children to explore both appearance and personality when planning and developing a character. • Use drama and hot seating to explore a character's back story. • Expand and group collections of adverbs for description. • Use pronouns effectively when describing a character. • Expand the use of noun phrases both in front of the noun and after or a mixture of both. • Join sentences together for effect in description. • Use 'sentences of 3' for description and commas in a list effectively.



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Term Spring 2	Spring 2 (one unit this half term)	
<u>Writing Outcome</u>	Narrative (Losing Tale – T4W)	
<u>Suggested Texts</u>	The Comet by Joe Todd	
<u>Reading Comprehension Learning Outcomes</u>	• Listen to, discuss and express views about a range of stories at a level beyond that at which they can read independently. • Discuss the sequence of events in books and how items of information are related. • Discuss their favourite words and phrases. • Become increasingly familiar with retelling a wider range of stories. • Make inferences on the basis of what is being said and done, answering and asking questions. • Participate in discussions about books.	
<u>Writing Learning Outcomes</u>	• Develop positive attitudes towards writing. • Write for different purposes. • Consider what they are going to write before beginning by planning what they are going to write about. • Encapsulate what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their writing. • Re-read their writing to check it makes sense. • Learn how to use new punctuation correctly – apostrophes for contracted forms the possessive. • Use expanded noun phrases to describe and specify. • 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.	
<u>Talk for Writing Tool Kit Progression of Skills</u>	• Make sure your story has a beginning, middle and end. • Use a plan to write your story. • Use a list of three to build a picture. • Use speech to move the story forward. • Describe how the problem is sorted out. • Use adverbial openers which signal that the problem is about to be sorted.	



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Term Summer 1	Summer 1 (First Unit)	Summer 1 (Second Unit)
Writing Outcome	The Writing Framework – Sentence Level Work Transcription, Dictation & Handwriting	Instructions (T4W)
Suggested Texts	Katie Goes to London by James Mayhew	Instructions by Neil Gaimon Model Instructions Text
Reading Comprehension Learning Outcomes	• Listen to, discuss and express views about a range of stories at a level beyond that at which they can read independently. • Discuss the sequence of events in books and how items of information are related. • Discuss their favourite words and phrases. • Become increasingly familiar with retelling a wider range of stories. • Make inferences on the basis of what is being said and done, answering and asking questions. • Participate in discussions about books.	• Listen to, discuss and express views about a range of poetry and non-fiction at a level beyond that at which they can read independently. • Recognise simple recurring literary language in poetry. • Discuss and clarify the meaning of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases. • Participate in discussions about books, poems and other works that are read to them.
Writing Learning Outcomes	• Ensure children understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Ensure familiar punctuation (capital letters, full stops, exclamation marks, question marks, commas and lists, apostrophes for contracted forms) are used correctly. • Learn how to use the possessive apostrophe to mark singular possession in nouns. • Add suffixes to spell longer words – ment, ness, ful, less, ly. • Develop use of diagonal and horizontal strokes needed to join letters. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters, so that late joins do not create extra, confusing shapes. • Use the present and past tenses correctly and consistently, including the progressive form. • Write from memory simple sentences, dictated by the teacher, that include words using the GPCs, common exception words and punctuation taught so far.	• Develop positive attitudes towards writing. • Write for different purposes. • Consider what they are going to write before beginning by planning what they are going to write about. • Encapsulate what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their writing. • Re-read their writing to check it makes sense. • Learn how to use new punctuation correctly, including apostrophes for contracted forms and the possessive.
Talk for Writing Tool Kit Progression of Skills		• Use shared writing to invent new instructions by changing features – these can be inventive and creative to practise and learn the structures of instructions. • Extend the range of connectives used. • Use a range of prepositions appropriately to indicate place, position and time accurately. • Use appropriate punctuation: commas for lists, bullet points, new lines to frame the sequence for readers. • Keep sentences short by choosing precise nouns and verbs.



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Term Summer 2	Summer 2 (First Unit)	Summer 2 (Second Unit)
<u>Writing Outcome</u>	Poetry	Biography (T4W)
<u>Suggested Texts</u>	The Owl and the Pussycat by Edward Lear	Little People, Big Dreams 'Florence Nightingale'
<u>Reading Comprehension Learning Outcomes</u>	• Listen to, discuss and express views about a range of classic poetry at a level beyond that at which they can read independently. • Recognise simple recurring literary language in poetry. • Discuss and clarify the meaning of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases. • Participate in discussions about poems that are read to them. • Continue to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	• Listen to, discuss and express views about a range of non-fiction at a level beyond that at which they can read independently. • Be introduced to non-fiction books that are structured in different ways. • Discuss and clarify the meaning of new words, linking new meanings to known vocabulary. • Draw on what they already know or on background information and vocabulary provided by the teacher to help them to understand books they can read accurately and those they listen to. • Participate in discussions about books and other works that are read to them and those that they can read for themselves.
<u>Writing Learning Outcomes</u>	• Develop positive attitudes towards writing. • Write for different purposes. • Consider what they are going to write before beginning by planning what they are going to write about. • Use expanded noun phrases to describe and specify. • Make simple additions, revisions and corrections to their writing. • Re-read their writing to check it makes sense.	• Develop positive attitudes towards writing. • Write narratives about personal events of others. • Encapsulate what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their own writing. • Re-read their writing to check it make sense. • Use expanded noun phrases to describe and specify. • Develop the use of subordination (using when, if that, because) and co-ordination (using or, and, or but). • Use the past tense correctly and consistently including the progressive form.
<u>Talk for Writing Tool Kit Progression of Skills</u>	• List words and phrases, use a repeating pattern or shape on a page. • Invent impossible ideas e.g. magical wishes. • Experiment with alliteration to create surprising combinations. • Experiment with similes. • Choose words with care and create interesting word combinations. • Create pictures and strengthen ideas with imagery.	• Create clear topic sentences to introduce readers to the subject. • Use connectives to link and add information. • Use simple and compound sentences to give information clearly and objectively, with well-chosen adjectives to denotes size, colour, behaviour etc. • Use correct sentence punctuation and, for an amazing fact, an exclamation mark. • Write in the third person to give an impersonal and objective voice.



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