

# Y2 Writing: Long-Term Plan



|                        | Autumn Term (Carrying on from Y1 Approach)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                           | Spring Term (Moving into KS2 Approach)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer Term (Moving into KS2 Approach)                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          |                                                                                                                   |                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------|
|                        | Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Unit 2                                                                                                                                                                                                                                                                                                                                                                                                            | Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                 | Unit 4                                                                                                                                                                                                                                                                    | Unit 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Unit 6                                                                                                                                                                                                                                                                                                                                              | Unit 7                                                                                                                                                                                                                                                                                                                                                                                                                           | Unit 8                                                                                                                                                                                                                                                                                                                                                                                             | Unit 9                                                                                                                                                                                                                                                                                   | Unit 10                                                                                                           | Poetry Festival |
| Focus                  | <b>Story</b><br>The Disgusting Sandwich<br>(a repetitive story based on a picture book)<br><br><i>action</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Report</b><br>Wild Animals                                                                                                                                                                                                                                                                                                                                                                                     | <b>Story</b><br>Where The Wild Things Are<br>(a portal story based on a picture book)<br><br><i>character description and setting description</i>                                                                                                                                                                                                                                                                                      | <b>Instructions</b><br>How to Catch a Magical Creature                                                                                                                                                                                                                    | <b>Description</b><br>Tell Me A Dragon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Story</b><br>The Attic<br>(a warning story)<br><br><i>setting description</i>                                                                                                                                                                                                                                                                    | <b>Letter</b><br>Letter of complaint and resignation inspired by <i>The Day The Crayons Quit</i> .                                                                                                                                                                                                                                                                                                                               | <b>Recount</b><br>School Trip                                                                                                                                                                                                                                                                                                                                                                      | <b>Story</b><br>The Marvellous, Fluffy, Squishy Itty Bitty<br>(a finding story based on a picture book)<br><br><i>setting description</i>                                                                                                                                                | <b>Teacher Choice</b><br>(based on assessment)<br><br>Instructions<br>Advert<br>Report linked to wider curriculum |                 |
| Innovation and Outcome | Carrying on from Y1, using a colourful semantics approach to write a short section of a story (around 6-10 sentences in length).<br><br>Children will innovate the disgusting item, the animals involved and what happens to the food to make it so disgusting.                                                                                                                                                                                                                                                                                                           | Carrying on from Y1, using a colourful semantics approach to write a short information text with questions as subheadings and two sentences per section (around 6-10 sentences in total).<br><br>Children will learn a model text on one animal, they will learn about another animal as a class to write their collaborative writing and they will learn about a third animal for their independent application. | Carrying on from Y1, using a colourful semantics approach to write a short innovation of the section of the story where the main character goes through the portal (around 6-10 sentences in total).<br><br>Children will change the characters emotions when moving through the portal and what they see the wild things doing on the other side before returning home. They will change some of the descriptions of the wild things. | Children will learn a model of one set of instructions before planning and writing a second set collaboratively using generated images.<br><br>They will then work from images to plan an independent piece, likely with three introductory sentences and four sentences. | Children will learn a model text describing a water dragon, around 10 sentences in length.<br><br>They will learn about and write an independent text about a forest dragon.<br><br>Their independent writing will be about a rock dragon.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Children will explore a model text of around 12 sentences in length. They will innovate the reasons why the child had to stay home, and they will change the story setting from Attic (model text) to shed (collaborative text) to basement (independent application). The features that the character sees and the scary feature can be innovated. | Children will explore a model text of around 12 sentences - an adapted letter from one of the crayons from <i>The Day The Crayons Quit</i> .<br><br>They will then write together a letter from a classroom object (chairs) describing what has led them to leave their post.<br><br>The independent application, a letter from the glue sticks, will follow a class discussion around images of why the glue sticks might quit. | Children will learn a model text of a school trip they went on in Y1 (around twelve sentences in length). It will be divided into four sections, each with a subheading.<br><br>Children will collaboratively write about an experience in school from earlier in the year, following the same structure.<br><br>They will apply the structure to an independent piece about a recent school trip. | Children will be given the opening to a retelling of the picture book. They will write from the point that the character hears mum's words.<br><br>Children will innovate the shops that the main character visits, what they see and the responses that they get from the shop keepers. | Teacher's Choice                                                                                                  |                 |
| Sentence-level         | Multiple sentences from one stimulus (2 sentences per picture).<br><br>Focus on CLs, Y1 CEWs and handwriting/spacing.<br><br>Recap 'and' and 'because'.                                                                                                                                                                                                                                                                                                                                                                                                                   | Recap using question marks in subheadings.<br><br>Teach the conjunction 'so'.<br><br>Recap using commas to list two adjectives in a simple expanded noun phrase.                                                                                                                                                                                                                                                  | Teach the conjunction 'but', and recap 'and', 'because' and 'so'.                                                                                                                                                                                                                                                                                                                                                                      | Teach commas in a list of three, not using the comma before 'and'.<br><br>Begin to use question marks within a piece of extended writing (as opposed to in subheadings).                                                                                                  | Revise using commas to separate two adjectives in an ENP and in a list of three.<br><br>Teach the conjunction 'when' and revise other conjunctions.<br><br>Introduce apostrophes for possession.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teach the conjunction 'if' and revise other conjunctions.<br><br>Revise apostrophe's for possession.<br><br>Revise question marks and introduce exclamation marks.                                                                                                                                                                                  | Using I was, We were and They were in the past tense.<br><br>Revise apostrophes for possession.<br><br>Revise question marks and exclamation marks.                                                                                                                                                                                                                                                                              | Using I was, We were and They were in the past tense.<br><br>Revise question marks and exclamation marks.                                                                                                                                                                                                                                                                                          | Revision of Y2 curriculum as needed.                                                                                                                                                                                                                                                     | Revision of Y2 curriculum as needed.                                                                              |                 |
| Assessment Point       | <b>Autumn Assessment Point:</b><br>The pupil can write a piece of six sentences or more using picture stimuli to help chunk the ideas into sentences. Sentences often (80%) make sense and are demarcated accurately. Some sentences use conjunctions (and, because, so ) appropriately. The pupil uses the appropriate tense in the majority of cases. Occasional slips do not hinder the fluency of the piece. Handwriting is legible, mainly correctly formed and in proportion, and spaces between words are accurate. The child is keeping up with the spelling LTP. |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                           | <b>Spring Assessment Point:</b><br>The pupil can write a piece of eight sentences or more using a model text and a few picture stimuli to support sentence composition. Sentences often (80%) make sense and are demarcated accurately, with question marks used where appropriate. Some sentences use conjunctions (and, because, so, if, when) including some subordination appropriately. The pupil uses the appropriate tense in the majority of cases. Occasional slips do not hinder the fluency of the piece. Handwriting is legible, mainly correctly formed and in proportion, and spaces between words are accurate. The child is keeping up with the spelling LTP. |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">End of KS1 Teacher Assessment Framework.</a>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                          |                                                                                                                   |                 |