

Year 2 Writing Long Term Plan								
Autumn			Spring			Summer		
<u>Narrative and books used</u>	<u>Fiction- Fairy Tales</u> Twisted Fairy Tales: Maximus and the Beanstalk, The Wolf'/s Story, <i>Lo Po Po</i> , The True Story of Little Red, The Three Little Wolves and the Big Bad Pig 25 December Lane- Christmas story	<u>Non-fiction</u> Florence Nightingale unit	<u>Narrative and books used</u>	<u>Fiction- Stories with recurring Literary Language</u> Mungo book series	<u>Non-fiction</u> Great Fire of London unit Animals and Habitats	<u>Narrative and books used</u>	<u>Fiction</u> Creation stories, Rudyard Kipling etc. 'How the leopard got his spots' 'How the Monkey got his tail'	<u>Non-fiction</u> Holidays past and present
<u>Grammar focus</u>	W4 S2 S1 P1 P2 T4		<u>Grammar focus</u>	W1 W2 W3 P2 P4 S3		<u>Grammar focus</u>	Revisit all	
<u>Terminology</u>	Noun, noun phrase, adjective, question, comma, verb		<u>Terminology</u>	suffix , statement, command, tense- past and present, apostrophe		<u>Terminology</u>	Revise and adverb	
<u>Big Write opportunities</u>	Character descriptions, Setting descriptions, re-write of story, own version of twisted tale, Newspaper report, Re-write version of 25 December Lane	Persuasive letter to doctor, setting description	<u>Big Write opportunities</u>	Recount Christmas holidays, Setting description, Character description of Pirate, Re-write of story, Own version of a Mungo story	Newspaper report, setting description, diary entry, Non-chron report on animal or habitats	<u>Big Write opportunities</u>	Create own creation story Create own animal and create a 'How to' look after/trap etc. <i>using flow chart and sequenced content</i>	Persuasive travel agent advert
<u>Poetry</u>	4 Fairy Tale Poems for Young Kids - Empowered Parents – read, give opinions, understand and give examples of rhyming words	Christmas acrostics	<u>Poetry</u>	Pirates sea shanty – perform - recite	London's burning poem- recite- write own lines	<u>Poetry</u>	Animal calligram poems	Summer acrostic

Grammar from previous year – Year 1	
<u>Word</u>	Regular plural noun suffixes –s or –es Suffixes added to verbs when the root word remains the same spelling- ing, ed, er e.g. helping helper helped The prefix un- and how it changes the meaning of verbs or adjectives e.g. unkind
<u>Sentence</u>	How words can combine to make sentences
<u>Text</u>	Sequencing sentences to form short narratives
<u>Punctuation</u>	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
<u>Terminology</u>	Letter, capital letter, word, singular, plural , sentence, punctuation, full stop, question mark, exclamation mark

Grammar Year 2	
<u>Word</u>	W1 Formation of nouns using suffixes such as –ness, -er and compound nouns e.g. whiteboard W2 Formation of adjectives using suffixes such as ful, less W3 Use of the suffixes –er, -est in adjectives W4 The use of –ly to turn adjectives into adverbs
<u>Sentence</u>	S1 Subordination (when, if, that , because,) and co-ordination (or, and, but) S2 Expanded noun phrases for description and specification S3 Functions- statements, exclamation, question or command
<u>Text</u>	T4 Tense- present and past T5 Tense- past and present progressive- she was shouting, he is drumming
<u>Punctuation</u>	P1 Capital letter, full stops, question marks and exclamation marks P2 Commas to spate items in a list P3 Apostrophes for contractions P4 Apostrophes to mark possessions in nouns 'the girl's shoes'
<u>Terminology</u>	Noun, noun phrase, statement, questions, exclamation, command, suffix, adjective, adverb, verb, tense- past and present, apostrophe, comma

Grammar Year 3	
<u>Word</u>	Formation of nouns using a range of prefixes e.g. super, anti, auto Use of forms a or an before a consonant or vowel e.g. a rock, an egg Word families exploration e.g. solve, solution, solver, dissolve, insoluble
<u>Sentence</u>	Expressing time, place and cause using: <ul style="list-style-type: none"> • Conjunctions- when, before, after, while, so because • Adverbs- then, next, soon, therefore • Prepositions- before, after, during, in, because of
<u>Text</u>	Introduction to paragraphs to group related material Headings and sub-headings to aid presentation Present perfect form of verbs instead of simple past e.g. he has gone out to play contrasted with he went out
<u>Punctuation</u>	Introduce inverted commas to punctuate direct speech
<u>Terminology</u>	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks