

Toft Hill Primary School - Year 2 Writing LTP

	Autumn			Spring			Summer		
Texts	 <b>Where the Wild Things Are – Maurice Sendak</b>	 <b>Poems to Perform – Julia Donaldson</b>	 <b>Rabbit and Bear – Julian Gough</b>	 <b>Lilla and the secret of rain – David Conway &amp; Jude Daly</b>	 <b>The Diary of a Killer Cat – Anne Fine</b>	 <b>The Dark - Lemony Snicket and Jon Klassen</b>	 <b>The Magic Finger – Roald Dahl</b>	 <b>Beegu – Alexis Deacon</b>	 <b>Between Tick and Tock - Louise Greig and Ashling Lindsay</b>
Writing focus	Narrative description Letter Non chronological report Poetry		Non chronological report Persuasive text Narrative	Recount Non chronological report Poster		Persuasive writing Recount Instructions Diary entry Story	Character description Diary entry Non chronological report Personal narrative Summary Information text Persuasive text Story		Letter Recount Narrative
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> <li>uses coordinating conjunctions (joining words) <i>and, or, but, so</i></li> <li>uses question marks and exclamation marks in writing</li> <li>uses simple <u>adjectives</u> for description</li> <li>understands and uses the terms <u>noun</u>, <u>verb</u> and adjective</li> </ul>			<ul style="list-style-type: none"> <li>begins to use subordinating conjunctions (joining words) <i>when, if, because, as</i></li> <li>begins to use <u>past</u> and <u>present tense</u> correctly</li> <li><b>uses <u>commas</u> in lists</b></li> <li><b>uses <u>apostrophe</u> for contraction</b></li> <li>understands and uses the term <u>adverb</u></li> <li>begins to use adverbs in writing</li> </ul>			<ul style="list-style-type: none"> <li><b>recognises and writes (grammatically correct) different types of sentences: <u>statements</u>, <u>questions</u>, <u>commands</u> and <u>exclamations</u></b></li> <li><b>understands and uses coordinating and subordinating conjunctions (<i>main clause first</i>) to construct and extend sentences</b></li> <li><b>uses the past and present tense correctly throughout writing inc. the progressive form (verb tense agreement – mostly accurate)</b></li> <li><b>uses capital letters</b> for proper nouns accurately most occasions</li> <li><b>uses a range of punctuation accurately most of the time – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction</b></li> <li><b>Uses expanded <u>noun phrases</u>, adjectives and adverbs for description and specification</b></li> </ul>		

<p>Writing Composition/ Process</p>	<ul style="list-style-type: none"> <li>uses basic layout conventions in different forms of writing</li> <li><b>plans out loud what is going to be written</b></li> <li>creates simple plans to support writing</li> <li>makes simple changes to writing where appropriate</li> <li><b>proof-reads own writing to check for basic errors</b></li> </ul>	<ul style="list-style-type: none"> <li><b>develops stamina</b> to write at increasing length</li> <li><b>writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)</b></li> <li>considers word choice, grammar and punctuation</li> <li><b>re-reads own writing to check for sense, basic errors and meaning</b></li> <li><b>reads aloud writing with appropriate intonation to make meaning clear</b></li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>writes narratives about personal experiences and those of others (real and fictional)</b></li> <li><b>writes for different purposes (including poetry)</b></li> <li>uses plans to support writing</li> <li>links ideas and events using strategies to create 'flow'</li> <li>evaluates the effective use of word choice, grammar and punctuation</li> <li>makes appropriate additions, revisions and corrections</li> <li><b>re-reads writing to check for correct and consistent tense</b></li> <li><b>evaluates writing with teachers and peers</b></li> <li><b>proof reads to check for errors in spelling, grammar and punctuation (GD)</b></li> <li></li> </ul>
<p>Handwriting</p>	<ul style="list-style-type: none"> <li><b>forms lower case letters of the correct size relative to one another</b></li> </ul>	<ul style="list-style-type: none"> <li>handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation</li> </ul>	<ul style="list-style-type: none"> <li><b>words are appropriately and consistently spaced in relation to the size of the letters (most of the time)</b></li> </ul>
<p>Spelling</p>	<ul style="list-style-type: none"> <li><b>words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words</b></li> <li><b>words with the /r/ sound spelt <i>wr</i> at the beginning of words</b></li> <li><b>words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i></b></li> <li><b>words with the /s/ sound spelt <i>c</i> before <i>e i y</i></b></li> <li><b>adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it</b></li> <li>begins to select correct GPCs in spelling</li> </ul>	<ul style="list-style-type: none"> <li><b>words with contractions</b></li> <li><b>words ending in <i>-le, -el, -al</i> and <i>-il</i></b></li> <li><b>adding <i>-ies</i> to nouns and verbs ending in <i>y</i></b></li> <li><b>adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it</b></li> <li>selects correct GPCs in spelling</li> <li><b>words with the suffix <i>-ly</i></b></li> <li>uses <i>-ly</i> to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>uses phonic knowledge to spell simple monosyllabic and polysyllabic words</li> <li><b>Y2 CEW / HFW</b></li> <li><b>spells frequently used homophones / near homophones</b></li> <li><b>words using the possessive apostrophe (singular nouns)</b></li> <li><b>adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel</b></li> <li><b>words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i></b></li> <li><b>words ending in <i>-tion</i></b></li> <li>recognises own spelling errors and makes some attempt to correct these</li> <li><b>compound nouns</b></li> </ul>