



## Year 2 Writing Long Term Plan

	<b>Autumn 1 Theme: Superheroes</b>	<b>Autumn 2 Theme: Are we there yet?</b>	<b>Spring 1 Theme: Alien Landings</b>	<b>Spring 2 Theme: Wonderful woodlands</b>	<b>Summer 1 Theme: Under the Sea</b>	<b>Summer 2 Theme: I'm the King of the Castle!</b>
<b>Read aloud text including any significant authors</b>	Traction man Supertato Superfrog Pigs might fly Mrs Armitage on wheels	Oi get off our train Beegu Pigs might fly Mrs Armitage on wheels	My alien and me Welcome to alien school	The pebble and the glump Faraway tree Minpins Baba Yaga	The treasure chest Mr Seahorse Smiley Shark Jonah and the whale Tiddler Rainbow fish	King who wanted to touch the moon Arthurian stories St George The dragon and the nibblesome knight
<b>Learning Journey 1</b>	Hook: Wizard robes Purpose: Entertain Audience: Year 2 Super parent list poem Master piece: Superhero pocket Supporting texts: That explains it Wizard's pocket Bleezer's Ice- cream	Hook: Beaulieu museum trip Purpose: Inform Audience: Parents Real reason: Go in newsletter Apprentice piece: Recount of trip Master piece: Recount of events at school - Children in Need day Supporting texts: School newsletter	Hook: Alien crash Purpose: Entertain Apprentice: Recount of the alien crash landing Masterpiece: Recount of the aliens exploits in school Supporting texts: My alien and me Aliens in underpants Beegu	Hook: Peeble and glump Purpose:entertain Audience: Children Real reason: Innovate: Change characters Invent: Change characters Supporting texts: Fairy tales: Rapunzel, Cinderella, sleeping beauty, peter pan/captain hook, tortoise and hare, the beast, Pinocchio, gingerbread man, 3 blind mice, 3 little pigs,	Hook: Rainbow fish Purpose: Entertain Audience: Year 1 Real reason: Write a new story for year 1 class. Apprentice piece: re- write rainbow fish Master piece: Own version Supporting texts: Mr Seahorse Tiddler	Hook: The dragon and the nibblesome knight Purpose: entertain Audience: New year 2 children Real reason: a good story for year 2 to read when joining the year group next year. Apprentice piece: Rewrite nibblesome knight Master piece: Own adventure story about a knight and dragon Supporting texts: Story of St George and the dragon.
<b>Vocabulary, Grammar and Punctuation objectives</b>	Use capital letters and full stops Use commas in a list Use expanded noun phrases	Use capital letters and full stops Use commas in a list Use expanded noun phrases Consistent past tense Use or and but	Exclamation marks to demarcate sentences Correct choice and consistent use of past and present tense Subordinating conjunctions to show time in a sentence (when	Exclamation marks to demarcate sentences Correct choice and consistent use of past and present tense Subordinating conjunctions	Apostrophes mark where letters are missing in spelling and to mark singular possession in nouns Use subordinating conjunctions to introduce reasons (because	Apostrophes mark where letters are missing in spelling and to mark singular possession in nouns Use subordinating conjunctions to introduce reasons (because

		Understand grammatical patterns for questions and statement	before after) Use subordinating conjunctions to introduce reasons (because so) Correct choice of past progressive Understand grammatical patterns of exclamation and command	to show time in a sentence (when before after) Use subordinating conjunctions to introduce reasons (because so) Understand grammatical patterns of exclamation and command	so) Use coordinating conjunctions (and, or but)	so)
<b>Composition objectives</b>	Use brief opening and ending Show awareness of purpose and audience Attempt to sequence ideas appropriately	Use brief opening and ending Show awareness of purpose and audience Attempt to sequence ideas appropriately	Develop and express viewpoint through comments and actions Related ideas are grouped and developing awareness of paragraphs Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate Use a variety of sentence openers	Develop and express viewpoint through comments and actions Related ideas are grouped and developing awareness of paragraphs Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate Use a variety of sentence openers	Use brief opening and ending Show awareness of purpose and audience Attempt to sequence ideas appropriately Develop and express viewpoint through comments and actions Related ideas are grouped and developing awareness of paragraphs Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate Use a variety of sentence openers	Use brief opening and ending Show awareness of purpose and audience Attempt to sequence ideas appropriately Develop and express viewpoint through comments and actions Related ideas are grouped and developing awareness of paragraphs Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate Use a variety of sentence openers
<b>Learning Journey 2</b>	Hook: pigs might fly - dress up - wolf and pigs argument. Purpose: Entertain Audience: Real reason: Imitate: Write pigs might fly Innovate: Pigs might drive Invent: Own transport Supporting texts: Pig's might fly.	Hook: Sales man/Inventor - Talking to Mrs Armitage Purpose: Explanation (advert) Audience: Sales man Real reason: Apprentice piece: Class transport Master piece: Own transport Supporting texts: Mrs Armitage	Hook: Letter from Zog - how to play a game Purpose: Instruct Audience: Beegu Real reason: Apprentice piece: Class game - all learn and write Master piece: Own game Supporting texts: T4W instructions	Hook: Peeble and glump Purpose: explore feelings Audience: 'self' Real reason: Apprentice piece: Diary - pebble Master piece: diary glump Supporting texts:	Hook: Under the sea - aquarium Purpose: Explanation text to go in the aquarium Audience: Visitors (children) Real reason: Apprentice piece: Explain about a class creature Master piece: Explain about own choice of creature Supporting texts: Mr Seahorse	Hook: The dragon and the nibblesome knight Purpose: inform/explain Audience: Young knights Real reason: Apprentice piece: How to be a knight Master piece: How to fight a dragon Supporting texts: How to train your dragon

<b>Vocabulary, Grammar and Punctuation</b>	<p>Use capital letters and full stops  Use commas in a list  Use expanded noun phrases  Consistent past tense  Use or and but  Understand grammatical patterns for questions and statement</p>	<p>Use capital letters and full stops  Use commas in a list  Use expanded noun phrases  Use or and but  Exclamation marks to demarcate sentences</p>	<p>Exclamation marks to demarcate sentences  Correct choice and consistent use of past and present tense  Subordinating conjunctions to show time in a sentence (when before after)  Use subordinating conjunctions to introduce reasons (because so)  Correct choice of past progressive  Understand grammatical patterns of exclamation and command</p>	<p>Exclamation marks to demarcate sentences  (Exclamation sentences)  Correct choice and consistent use of past and present tense  Subordinating conjunctions to show time in a sentence (when before after)  Use subordinating conjunctions to introduce reasons (because so)  Correct choice of past progressive  Understand grammatical patterns of exclamation and command</p>	<p>Apostrophes mark where letters are missing in spelling and to mark singular possession in nouns  Use subordinating conjunctions to introduce reasons (because so)  Correct choice and consistent use of past and present tense</p>	<p>Apostrophes mark where letters are missing in spelling and to mark singular possession in nouns  Use subordinating conjunctions to introduce reasons (because so)</p>
<b>Composition objectives</b>	<p>Use brief opening and ending  Show awareness of purpose and audience  Attempt to sequence ideas appropriately</p>	<p>Use brief opening and ending  Show awareness of purpose and audience  Attempt to sequence ideas appropriately</p>	<p>Develop and express viewpoint through comments and actions  Related ideas are grouped and developing awareness of paragraphs  Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate  Use a variety of sentence openers</p>	<p>Develop and express viewpoint through comments and actions  Related ideas are grouped and developing awareness of paragraphs  Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate  Use a variety of sentence openers</p>	<p>Use brief opening and ending  Show awareness of purpose and audience  Attempt to sequence ideas appropriately  Develop and express viewpoint through comments and actions  Related ideas are grouped and developing awareness of paragraphs  Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate  Use a variety of sentence openers</p>	<p>Use brief opening and ending  Show awareness of purpose and audience  Attempt to sequence ideas appropriately  Develop and express viewpoint through comments and actions  Related ideas are grouped and developing awareness of paragraphs  Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate  Use a variety of sentence openers</p>
<b>Learning Journey 3</b>			<p>Hook:  Purpose:  Audience:  Real reason:  Apprentice piece:  Master piece:  Supporting texts:</p>	<p>Hook: Baba yaga  Purpose: entertain  Audience:  Real reason:  Apprentice piece:  Master piece:  innovate/invent own story  Supporting texts:</p>	<p>Hook:  Purpose:  Audience:  Real reason:  Apprentice piece:  Master piece:  Supporting texts:</p>	<p>Hook: Visit to Porchester Castle  Purpose: Recount  Audience: Parents  Real reason: Explain what did on out trip for a newsletter  Apprentice piece:  Recount of event at school</p>

						<p>Master piece: Recount of event at castle</p> <p>Supporting texts: Newsletter articles</p>
Vocabulary, Grammar and Punctuation				<p>Develop and express viewpoint through comments and actions</p> <p>Related ideas are grouped and developing awareness of paragraphs</p> <p>Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate</p> <p>Use a variety of sentence openers</p>		<p>Apostrophes mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Use subordinating conjunctions to introduce reasons (because so)</p> <p>Correct choice of past progressive</p> <p>Understand grammatical patterns of exclamation and command</p>
Composition objectives						<p>Use brief opening and ending</p> <p>Show awareness of purpose and audience</p> <p>Attempt to sequence ideas appropriately</p> <p>Develop and express viewpoint through comments and actions</p> <p>Related ideas are grouped and developing awareness of paragraphs</p> <p>Link related sentences by the use of pronouns, time conjunctions or adverbials where appropriate</p> <p>Use a variety of sentence openers</p>