

Sacred Heart Catholic Primary School

YEAR 2 WRITING PURPOSES LONG TERM PLAN 2016-17

Most writing types can be categorised as ‘persuasion’, ‘information/explanation’ or ‘entertainment’. With this in mind, every half term a text type from each genre must be taught. The text types taught will be decided upon based on the selected text/ media being used. Teachers need to keep abreast of the breadth of text types they are covering to ensure a broad and balanced curriculum.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
AUTHOR FOCUS	Julia Donaldson/Emily Gravett		Jan Fearnley		Carol Anne Duffy/T.S Elliot	
ENGLISH AROUND A BOOK	The Highway Rat Meerkat mail The Wonder Laika Astronaut Dog	The Tin Forest The Pig’s Knickers Little Robin’s Christmas Green Lizards vs Red Rectangles The Christmas Eve Tree	Marcia Williams Inventors Nibbles We’re in the wrong book The last book before bedtime Wolves The Deep Dark Wood	The Disgusting Sandwich Harry and the Jaggerdy Daggers Never tickle a tiger	There’s a lion in my cornflakes Dangerous Chicken Clicking	Lost Happy Endings Macavity the mystery cat
	Non-fiction: Laika	Non-fiction: Recycling etc	Non-fiction: Marcia Williams	Non-fiction: recipes	Non-fiction: Habitats	Non-fiction: Materials
GUIDED READING CLIMBS or QUESTION MATS	Children’s First Cook book					
READING & WRITING JOURNEY	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and	drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<ul style="list-style-type: none"> answering and asking questions predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

	<p>traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p>					
PERSUADE		Persuasive letter from pig?	Advert for an inventor		Formal letter – Mr Flaky	
INFORM/ EXPLAIN	<p>Sorry letter from highway rat to other animals</p> <p>Wanted poster – Highway Rat</p> <p>Email – Meerkat mail</p> <p>Non-chron report - Laika</p>	Instructions to be a good friend (lizards or rectangles?)		<p>Instructions for a sandwich</p> <p>Newspaper</p>	Non chron – internet safety	
ENTERTAIN		<p>Narrative</p> <p>Diary</p> <p>Description of tin forest</p>	Narrative	Poetry based on tiger	Character descriptions (Dangerous)	Diary, narrative
	<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ▪ planning or saying out loud what they are going to write about <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used 					
	<ul style="list-style-type: none"> • Recap Year 1: Know that a noun is the name for a thing, person, place or animal • Know that a verb is a doing or a being word • Know what the terms singular and plural mean and use them orally • Know that plural nouns are formed by adding the suffix –s or –es and use them in writing • Know how adding the prefix –un changes the meaning of verbs (<i>untie</i>) and adjectives (<i>unkind</i>) • Know that different suffixes can be added to verbs and no change is needed to the spelling of the root word (e.g. <i>helping, helped, helper</i>) • Use personal pronouns (<i>I, she, he, it, you, we, they</i>) correctly • Form all letters (upper and lower case) correctly 					
	<ul style="list-style-type: none"> • Write sentences using a full stops, capital letters, exclamation marks and question marks • Recognise and use questions, statements and exclamations as sentences with different jobs • Join words and sentences with co-ordinating and sub-ordinating conjunctions • Use commas in a list • Use apostrophes for contraction and singular possession, • Use simple past, present and future tense • Use the progressive form of verbs in the present progressive <p>Key terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective,</p>					

	<p>correctly and consistently, including verbs in the continuous form adverb, verb, tense (past, present) apostrophe, comma</p> <ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 					
POETRY	<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart Learning to appreciate rhymes and poems, and to recite some by heart 					
SPELLING/ DAILY PHONICS SESSIONS	<ul style="list-style-type: none"> Revision of work from Year 1 Dge S sound 'c,' 'before e,' 'i,' and 'y' Kn Wr 'le' ending 'el' ending 'al' ending 'il' ending 'y' ending adding -es to nouns and verbs ending in y adding -ed, -ing, -er and -est to words ending in -y 'a' before 'l' or 'll' 'o' -ey endings 'sounds after 'w' and 'qu' 'ar' after 'w' 's' television suffixes: -ment, -ness, -ful, less, and -ly contractions possessive apostrophe (singular) words ending in -tion homophones and near-homophones common exception words 					
PUNCTUATION						
HANDWRITING	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 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. 					
ASSESSMENTS	RS GAPS half termly test RS READING half termly test	Y2: Phonics screening check (2012) RS GAPS half termly test RS READING half termly test Sample Papers	Y2: Phonics screening check (2013) RS GAPS half termly test RS READING half termly test 2016 SATS	Y2:Phonics screening check (2014) RS GAPS half termly test RS READING half termly test RS Optionals	Y2: Phonics screening check (2015) RS GAPS half termly test RS READING half termly test	Y2: Phonics screening check (2016) RS GAPS half termly test RS READING half termly test

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Place Where I Live	Fighting Fit	Explorers	The Farm Shop	Wind in the Willows	Buckets and Spades
Lead Subjects	History	Science	History	Science	Science	Science
	Significant places in their own locality (including schools and playgrounds)	Humans - what humans need to survive, human growth and exercise	Significant people - Neil Armstrong and Christopher Columbus	Human health and nutrition; requirements for plant growth	Living things and habitats	Uses of everyday materials - suitability of different materials for particular uses
	Geography	Art and Design	Geography	Design and Technology	Geography	History
	Small area of the UK - where I live and play	Figure drawing with proportions using wooden figures developed into clay	Small area in a contrasting non-European country	Food - the eatwell plate, where food comes from, principles of a healthy diet	Seasonal and daily weather	Events beyond living memory or places in their locality - the seaside then and now
	Art and Design	Music	Design and Technology		Design and Technology	Art and Design
	Drawings and paintings of local area developed into printmaking	Rehearse and perform with others, starting and finishing together and keeping a steady pulse	Mechanisms - wheels and axles		Textiles - using a template, simple joining, choice of stitches, choice of materials	Collage using papers, fabric materials, drift wood
	Music				Music	
Listening - experiencing how sounds can be made in different ways				Listening - know how music is used descriptively for a particular purpose		
Additional Subjects	PSHE	Physical Education	Music	Art and Design	<i>tbc February 2015</i>	<i>tbc April 2015</i>
				Music		
	Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)					
	IT - sound / multimedia	DL - electronic communication	CS - computational thinking / programming	IT - data handling	IT - presenting information	CS - programming

	Mathematics					
	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English	English					
	Stories with familiar settings	Traditional tales with a twist	Stories by the same author	Stories with familiar settings	Animal adventure stories	Story as a theme
	Non-chronological reports	Instructions	Non-chronological reports	Persuasion	Classic poems	Explanations
	Poems on a theme			Riddles	Recount: letters	Poems on a theme
Ongoing	Science	Geography	Physical Education	eSafety	History	English
	Nature and field journals - observations of plants and animals in their local environment throughout the year		Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children's learning in PE.	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.	Black History Month (Rosa Parks/Mary Seacole)	Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.

Writing Purposes

PERSUADE	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate
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INFORM/	Explanations	Instructions	News Reports	Non-Chronological Reports
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EXPLAIN	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	Information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

ENTERTAIN	Narrative	Recount	Poetry	Descriptive Writing	Play Script
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)		
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)		
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)		
	Stories with familiar settings	Retell event			
	Myths	Biography			
	Legends	Autobiography			
	Fables				
	Stories from other cultures				
	Adventure				
	Mystery				
	Issue / dilemma <ul style="list-style-type: none"> Wanted poster Diary entry of character Eyewitness account as character 				
	Imaginary world / Sci-fi				
	Flashback/ Flashforwards				