



## Huyton with Roby C.E. Primary School

### YEAR 2 WRITING PURPOSES LONG TERM PLAN 2021-2022

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 board and balanced curriculum.

	AUTUMN 1 1.9.21 – 22.10.21 (7 weeks)			AUTUMN 2 1.11.20– 22.12.20 (7 weeks)		SPRING 1 5.1.22 - 18.2.22 (6 weeks)		SPRING 2 28.2.22-8.4.22 (6 weeks)			SUMMER 1 25.4.22 - 27.5.22 (5 weeks)		SUMMER 2 6.6.22 - 19.7.22 (6 weeks)		
<b>Text</b>	The Goldilocks Project: Goldilocks and the Three Bears by Lauren Child (2 weeks)	Jim and the Beanstalk by Raymond Briggs (3 weeks)	Whole school text – <b>Here We Are: Notes for Living on Planet Earth</b> Oliver Jeffers (2 weeks)	The Journey Home by Frann Preston-Gannon (3 weeks)	The Empty Stocking by Rebecca Cobb (3 weeks)  (Assessment week)	Biscuit Bear by Mini Grey (2 weeks)	The Minpins by Roald Dahl and Patrick Benson (4 weeks)	The Tadpole’s Promise by Jeanne Willis and Tony Ross (2 weeks)	The Bear Under the Stairs by Helen Cooper (2 weeks)	The Disgusting Sandwich by Gareth Edwards and Hannah Shaw )	Tell Me a Dragon by Jackie Morris (2 weeks)	The Dragon Machine by Helen Ward (3 weeks)	The Great Fire of London (3 weeks)	Daisy Doodles by Michelle Robinson (2 weeks)	The Owl and the Pussy Cat What Happened Next (2 weeks)  The Owl and the Pussy Cat liked to Julia Donaldson’s
<b>LESSON SEQUENCE</b>	<b>The Goldilocks Project</b> 1. Wanted poster for Goldilocks including a character description. 2. Apology letter from Goldilocks  <b>Jim and the Beanstalk</b> 1. Character description of the giant 2. Diary entry from Jim 3. Letter of thanks from the giant to Jim  <b>Here We Are</b> 1. Wanted poster/Job description for someone to look after earth			<b>The Journey Home</b> 1. Letter to the National History Museum 2. Fact File 3. Postcard 4. Non-chronological Report on an endangered animal (not enough time)  <b>The Empty Stocking</b> 1. Alternative character descriptions 2. Letter to Father Christmas persuading him to return to the twins. (not enough time) 3. Recount Santa’s journey on		<b>Biscuit Bear</b> 1. Instructions - how to make and decorate a biscuit. 2. Narrative told from the perspective of Bongo  <b>The Minpins</b> 1. Danger Notice for the forest 2. Character description of the monster who lives in the forest. 3. Non-chronological report on the Minpins 3. Narrative told from the perspective of the Minpins		<b>The Tadpole’s Promise</b> 1. Explanation , ‘How Caterpillars Change.’  <b>The Bear Under the Stairs</b> 1. Letter to William offering advice regarding his fears.  <b>The Disgusting Sandwich</b> 1. Warning sign for the disgusting sandwich – persuasion 2. Instructions – linked to favourite sandwich 3. Narrative with a similar structure e.g. The disgusting ice-cream.			<b>Tell Me a Dragon</b> 1. Wanted poster 2. News Report  Link to poem The Dragon who ate the school by Nick Toczek. <a href="https://www.bbc.com/bitesize/clips/z6cvt82">https://www.bbc.com/bitesize/clips/z6cvt82</a>  <b>The Dragon Machine</b> 1. A letter of advice 2. 1 <sup>st</sup> person narrative in role as the main character		<b>The Great Fire of London</b> 1. Comparison between past/present day London 2. Diary entry of the Great Fire of London 3. Historical fact sheet  <b>Daisy Doodles</b> Narrative – class choice e.g. Magical Things Happen when 2A Doodle.  <b>The Owl and the Pussy Cat</b> 1. Poetry 2. Letter		

		Christmas Eve		<b>The Pea and the Princess</b> Alternative narrative e.g. The Prince and the Bean		
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).</li> <li>Use sentences with different forms: statement, question, command, exclamation.</li> <li>Secure the use of full stops, capital letters, exclamation marks and question marks.</li> <li>Use commas to separate items in a list.</li> <li>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</li> <li>Use apostrophes for singular possession in nouns, e.g. the girl's name.</li> <li>Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</li> <li>Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</li> <li>Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.</li> <li>Select, generate and effectively use verbs.</li> <li>Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.</li> <li>Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports.</li> <li>Use present tense for non-chronological reports and persuasive adverts.</li> <li>Select, generate and effectively use nouns.</li> <li>Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker.</li> <li>Create compound words using nouns, e.g. whiteboard and football.</li> <li>Select, generate and effectively use adjectives.</li> <li>Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</li> <li>Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless.</li> <li>Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest. Select, generate and effectively use adverbs.</li> <li>Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.</li> </ul>					
<b>Composition</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Orally rehearse each sentence prior to writing.</li> <li>Develop a positive attitude to writing.</li> <li>Develop stamina for writing in order to write at length.</li> <li>Write about real and fictional events.</li> <li>Write simple poems based on models.</li> <li>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li> <li>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade. Evaluating and Editing</li> <li>Edit and improve own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Read aloud their writing with intonation to make the meaning clear.</li> </ul>					
<b>SPELLING (DAILY PHONICS SESSIONS BASED ON SCREENING</b>	<ul style="list-style-type: none"> <li>SP1 Revision of work from Year 1</li> <li>SP2 The dg sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>SP3 The s sound spelt c before e, i and y</li> </ul>	<ul style="list-style-type: none"> <li>SP6 The l or el sound spelt -le at the end of words</li> <li>SP7 The l or el sound spelt -el at the end of words</li> <li>SP8 The l or el sound spelt -al at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>SP11 Adding -es to nouns and verbs ending in -y</li> <li>SP12 Adding -ed, -ing, -er and -est to a root word ending in -y</li> </ul>	<ul style="list-style-type: none"> <li>SP15 The or sound spelt a before l and ll</li> <li>SP16 The u sound spelt o</li> <li>SP17 The ee sound spelt -ey</li> <li>SP18 The o sound spelt a after w and q</li> </ul>	<ul style="list-style-type: none"> <li>SP19 The er sound spelt or after w</li> <li>SP20 The or sound spelt ar after w</li> <li>SP21 The sh sound spelt s</li> <li>SP22 The suffixes -ment, -ness, -ful, -less and -ly</li> </ul>	<ul style="list-style-type: none"> <li>SP23 Contractions</li> <li>SP24 The possessive apostrophe (singular nouns)</li> <li>SP25 Words ending in -tion</li> <li>SP26</li> </ul>

<p><b>TESTS)</b></p>	<ul style="list-style-type: none"> <li>• SP4 The n sound spelt kn and (less often) gn at the beginning of words</li> <li>• SP5 The r sound spelt wr at the beginning of words</li> </ul>	<ul style="list-style-type: none"> <li>• SP9 Words ending in il</li> <li>• SP10 The l sound spelt –y at the end of words</li> </ul>	<p>with a consonant before it</p> <ul style="list-style-type: none"> <li>• SP13 Adding –ed, –ing, –er and –est to a root word ending in –e with a consonant before it</li> <li>• SP14 Adding –ing, –ed, –er, –est, and –y to one syllable words ending in a single consonant letter after a single vowel letter</li> </ul>			<p>Homophones or near homophones</p>
<p><b>HANDWRITING</b></p>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• Orientate capital letters correctly.</li> <li>• Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i></li> <li>• Write capital letters and digits of the correct size relative to one another and to lower case letters.</li> <li>• 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.</li> <li>• Use spacing between words which reflects the size of the letters.</li> <li>•</li> </ul>					

