

## Medium term plan for Writing



Year 2	Objectives to be simmering throughout the year.		
	<ul style="list-style-type: none"> <li>• Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).</li> <li>• Writing about real events.</li> <li>• Writing for different purposes.</li> <li>• Writing poetry.</li> <li>• Making mostly accurate use of: full stops, capital letters, question marks and exclamation marks.</li> <li>• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> <li>• Spelling common exception words.</li> <li>• Forming lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Forming lower-case letters of the correct size relative to one another.</li> <li>• Revise and practise correct letter formation frequently.</li> <li>• Using spacing between words that reflects the size of the letters.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>• Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</li> </ul>		
	Autumn	Spring	Summer
Composition	<ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Writing down ideas and/or key words, including new vocabulary.</li> <li>• Beginning to encapsulate what they want to say, sentence by sentence.</li> <li>• Evaluating their writing with the teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Encapsulating what they want to say, sentence by sentence.</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• Using the present tense correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>

	<ul style="list-style-type: none"> <li>Using sentences with different forms: statement, question, exclamation, command.</li> </ul>	<ul style="list-style-type: none"> <li>Using the past tense correctly.</li> </ul>	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>Using coordinating conjunctions (or, and, or but).</li> <li>Using adjectives and adverbs to expand ideas.</li> <li>Using expanded noun phrases to describe and specify.</li> <li>Using apostrophes for contraction.</li> <li>Using the apostrophe for possession with singular nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Using the progressive form of verbs appropriately. (e.g. is walking, are running – form of be + present tense verb).</li> <li>Using subordinating conjunctions (when, if, that, or because).</li> <li>Using some features of written Standard English.</li> <li>Making mostly accurate use of commas for lists.</li> </ul>	
Transcription	<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes.</li> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.</li> <li>Using the diagonal and horizontal strokes needed to join letters.</li> <li>Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling many spoken words correctly (see English Appendix 1).</li> <li>Learning to spell some common homophones (e.g. there, their, they're)</li> <li>Spelling words with contracted forms.</li> <li>Beginning to add suffixes to spell longer words correctly in their writing: –ment, –ness, –ful, –less, –ly</li> <li>Understanding which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>Adding suffixes to spell longer words correctly in their writing: –ment, –ness, –ful, –less, –ly</li> <li>Distinguishing between homophones and near-homophones.</li> <li>Using the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.</li> </ul>