



Year 2 Long Term Writing Plan 2024-2025



The terminology Y2 pupils will be taught: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

DAILY RETRIEVAL

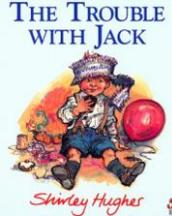
Autumn 1									
Genre	Fiction (F) Non-fiction (NF)	Stimulus	PVA	Oracy (focused task leading into writing)	Greater depth	Grammar/Punctuation	Vocabulary Please complete this column	Phonics (Little Wandle) & Spelling (Spelling Shed)	Writing in the wider curriculum
29.08.24 First week of school/settling in period (3 days)		All about me My Holiday		TPS	Use adjectives and conjunctions effectively	Capital letters for names of places and for the personal; pronoun 'I' Full stops to punctuate sentences to help the reader		LW Phonics Consolidation Y1 Summer 2 Phase 5 graphemes Week 1 - /ai/ eigh aigh ey ea /n/ kn gn /m/ mb /ear/ ere eer	
02.09.24 Recount (2 weeks)	NF	Adventure 	Purpose Retell events Viewpoint First person Audience Those interested in visiting London	Step the scene	Precise well-chosen verbs and adjectives	Capital letters for names of places and for the personal; pronoun 'I' Full stops to punctuate sentences to help the reader Past tense verbs - tell the	Vocabulary: London Eye Tower Bridge Buckingham Palace London views guards magnificent	Week 2 - /zh/ su si /j/ dge /i/ y /j/ ge Week 3 - /sh/ ti ssi si ci Week 4 -	

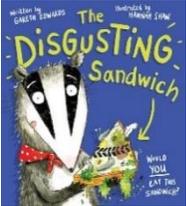
						<p>reader when something happened</p> <p>Coordinating conjunction 'and' 'And' joins to sentences. 'Using coordinating conjunctions helps you join sentences to help the writing flow better for the reader and avoid sentences sound like a list.</p> <p>Subordinating conjunction because Extends a sentence 'because' gives the reader a reason for something</p>		<p>/or/ augh our oar ore</p> <p><u>Week 5</u> - Review</p> <p><u>Week 6</u> - Assessment</p>	
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<p>16.09.24</p> <p>Narrative (2weeks)</p>	<p>F</p>	<p>Culturally Diverse literature</p> <p>Adventure We're going to find a monster</p> 	<p>Purpose To retell events</p> <p>Viewpoint Third person</p> <p>Audience 5-7 year olds</p>	<p>Role play</p>	<p>Vocabulary chosen for effect from own reading</p> <p>Exclamations</p>	<p>Adjectives - teach that adjectives describe the noun to help the reader visualise</p> <p>Verbs - Help the reader to understand the character's actions</p> <p>Adverbs - teach what the purpose of adverbs are- to tell the reader how the verb is done.</p> <p>Verb tenses: simple past Past progressive - important to help the reader understand when something happened</p> <p>Exclamation marks - tell the reader there is a strong emotion eg: anger, shock, joy</p>	<p>Vocabulary</p> <p>ravenous fierce sprinted crept jogged crawled waded floated swam paddled marched tiptoed skipped swamp path</p>		
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<p>30.09.24</p> <p>Non-chronological report (2 weeks)</p>	<p>NF</p>	<p>Culturally Diverse literature</p> <p>We're going to find a monster</p> 	<p>Purpose Provide information on a monster</p> <p>Viewpoint Describe the monster</p> <p>Audience Children interested in a monster</p>	<p>Jigsaw</p>	<p>Sub-headings to support cohesion</p> <p>Extending sentences using subordinating and coordinating conjunctions</p>	<p>Adjectives - teach that adjectives describe the noun to help the reader visualise</p> <p>Apostrophes for possession - teach what the purpose of apostrophes for possession is. They tell the reader that this thing belongs to...</p>	<p>Vocabulary question fierce warts ferocious trail</p>		
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Autumn 2

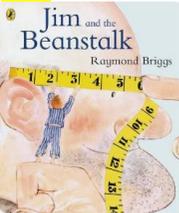
<p>28.10.24</p> <p>Letter (2 weeks)</p>	<p>NF</p>	<p>Classic</p> <p>The Trouble with Jack</p> 	<p>Purpose To apologise to those who came to the party</p> <p>View point First Person</p> <p>Audience Nancy's friends</p>	<p>Hot seating</p>	<p>Precise well-chosen vocabulary to show a sense of person - Vocabulary chosen for effect from own reading</p> <p>Make simple additions, revisions to correct own writing</p> <p>Includes writer's opinion</p>	<p>Coordinating conjunctions 'and' 'but' 'And' joins to sentences. 'but' to connect ideas that contrast. 'Using coordinating conjunctions helps you join sentences to help the writing flow better for the reader and avoid sentences sound like a list.</p> <p>Subordinating conjunctions - teach that</p>	<p>Vocabulary awful dreadful shocking wild appalling mouth-watering scrumptious</p>	<p>Spelling Shed Week 1 - Words where dge make a j sound Week 2 - Words where ge make a j sound Week 3 - Words where g make a j sound Week 4 - Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</p>	
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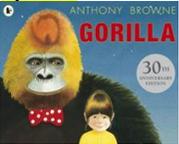
						<p>these extend a sentence</p> <p>'when, because - What is the job of these conjunctions?</p> <p>'When' tells the reader when something happened 'because' gives the reader a reason for something</p> <p>Sentence type - Exclamations Tells the reader there is a strong emotion eg: anger, shock, joy</p>		<p>Week 5 - Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</p> <p>Week 6 - Challenge words</p> <p>Week 7 - Words where 'wr' makes a r sound at the beginning of words</p> <p>Week 8 - Words ending in 'le'</p>	
<p>11.11.24</p> <p>Instructions (2 weeks)</p>	<p>NF</p>	<p>Humour</p> 	<p>Purpose To give steps on how to make a disgusting sandwich Viewpoint Third Person Audience Children aged 7-9</p>	<p>Talk detectives</p>	<p>Address the audience</p> <p>Use subordinating and coordinating conjunctions</p> <p>Make simple additions, revisions to correct own writing</p>	<p>Imperative verbs</p> <p>Coordinating conjunctions - or, so . 'so' tells you how one thing made something else happen. 'or' gives a second idea or option. Using coordinating conjunctions</p>	<p>Vocabulary revolting disgusting repulsive sickening slimy sticky sandy squishy gooey</p>		<p>History</p> <p>Comparing a classroom from 100 years ago to a classroom today</p> <p>P: To inform V: Third person A: Children in year 1</p>

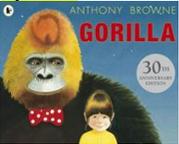
						<p>helps you join sentences to help the writing flow better for the reader and avoid sentences sound like a list</p> <p>Commas in a list - teach why commas are needed. To separate items in a list to help the reader. And why an 'and' is needed before the last item in a list</p> <p>Statements, commands, <u>Statements</u> say something (or give information for the reader) about the noun to the reader <u>Commands</u> - tell the reader what to do</p>		
<p>02.12.24</p> <p>Poems (2weeks)</p> <p>History Recount (1Week)</p>	NF	<p>Fireworks</p> 	<p>Purpose Describe fireworks</p> <p>Viewpoint Make fireworks sound interesting</p>	Freeze frame	<p>Vocabulary chosen for effect on the reader</p> <p>Make simple additions, revisions to</p>	<p>Adjectives - teach that adjectives describe the noun to help the reader visualise</p> <p>Vocabulary dazzling colourful spectacular gleaming whooshing crackling screeching</p>		

		Video of fireworks	Audience People who like fireworks		correct own writing	Verbs - these need to be precise (chosen carefully), especially in a poem Onomatopoeia	dazzling zoom bang fireworks catherine wheel rockets		
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Spring 1

06.01.25	F	Traditional Tale 	Purpose Entertain the reader Viewpoint Third person Audience Children aged 5 - 7	Step the story	Some use of simple adverbials Some use of speech Make simple additions, revisions to correct own writing	Noun phrases - to help the reader visualise the noun. Teach the difference between a noun phrase and adjective. Eg: adjective: big Noun phrase big car, one car, the car. Verbs and adverbs - The purpose of verbs is to tell the reader what the who is doing. Teach what the purpose of adverbs are- to tell the reader how the verb is done. Apostrophes - Spelling L34	Vocabulary beanstalk clambered oculist cobbler glared hurriedly carefully sprinted dashed turret petrifying famished ravenous	Week 1 - Words ending in 'el' Week 2 - Words ending in 'al' Week 3 - Words ending in 'il' Week 4 - Challenge Words Week 5 - Words where y makes an igh sound Week 6 - Words where -es is added to words ending in y	Science Materials - Uses of everyday materials P: To inform V: Third person A: Children in year 1
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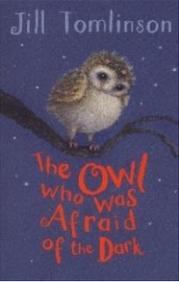
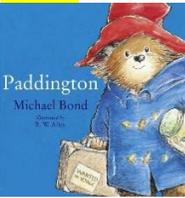
						for contraction			
						Apostrophes - Spelling L35 for possession			
20.01.25 Diary (2 weeks)	F	Complexity of plot and symbol 	Purpose To describe events and feelings Viewpoint Hannah Audience Young children aged 5-7	Stream of consciousness	Personal tone - Some vocabulary used to create a sense of person Writer's opinion Address the audience Pronouns/synonyms Make simple additions, revisions to correct own writing Commas in a list Exclamation	Apostrophes for contractions - Spelling L34 teach that sometimes when we or a character speaks, words are shortened. The apostrophe takes the place of the letters taken out to join words to tell the reader these words are joined or shortened. Adjectives - to describe feelings Coordinating conjunctions Coordinating conjunctions 'and' 'but' 'so' Teach what the purpose of each conjunction is. 'And' joins to sentences. 'but' tells you	Vocabulary shocked petrified crept delighted spectacular nervous pleased joyful		

						<p>something unexpected happened. 'so' tells you how one thing made something else happen. Using coordinating conjunctions helps you join sentences to help the writing flow better for the reader and avoid sentences sound like a list</p> <p>Subordinating conjunctions - If, that 'that' adds information for the reader 'if' tells the reader what must or might happen before something else</p>		
<p>03.02.24</p> <p>Narrative (2 weeks)</p> <p>R.E. (Poems)</p>	F	<p>Complexity of plot and symbol</p> 	<p>Purpose Retell events Viewpoint Third Person Audience Young children aged 5-7</p>	Step the story	<p>Precise well-chosen adjectives, verbs and adverbs</p> <p>Make simple additions, revisions to correct own writing</p>	<p>Subordinating conjunctions teach that these extend a sentence 'when, if, that, because - What is the job of these conjunctions? 'When' tells the reader when</p>	<p>Vocabulary glimmering thundering gigantic carousel ferris wheel nervous excited</p>	

						<p>something happened 'because' gives the reader a reason for something 'that' adds information for the reader 'if' tells the reader what must or might happen before something else</p> <p>Noun phrases - to help the reader visualise</p>			
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Spring 2

<p>24.02.25</p> <p>Setting Description (2weeks)</p>	F	<p>Develop spirituality and emotionally</p> 	<p>Purpose To describe the setting Viewpoint Third person Audience Children 5 - 7 year olds</p>	Freeze frame	<p>Vocabulary chosen for impact</p> <p>Commas in expanded noun phrases</p> <p>Pronouns and synonyms</p> <p>Some use of dialogue</p>	<p>Noun phrases - to help the reader visualise</p> <p>Noun phrases for settings - to help the reader visualise</p>	<p>Vocabulary dusk moonbeam drainpipe enticing luminous silent supper</p>	<p>Week 1 - Words where '-ed' is added to words ending in 'y'</p> <p>Week 2 - Words where '-er' and '-est' are added to words ending in 'y'</p>	<p>Science Animals - Life Cycles and Health</p> <p>P: To inform V: Third person A: Children in year 1</p>
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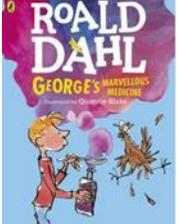
<p>10.03.25</p> <p>Character Description (2 weeks)</p>	<p>F</p>	<p>Modern classic</p> 	<p>Purpose To describe the owl</p> <p>Viewpoint Third person</p> <p>Audience Children aged 5-7</p>	<p>Back to back activity</p>	<p>Vocabulary chosen for effect from own reading</p> <p>Use of precise well-chosen adjectives/noun phrases</p> <p>Make simple additions, revisions to correct own writing</p>	<p>Noun phrases - to help the reader visualise</p> <p>Subordinating conjunctions these extend a sentence 'when, if, that, because - What is the job of these conjunctions? 'When' tells the reader when something happened 'because' gives the reader a reason for something 'that' adds information for the reader 'if' tells the reader what must or might happen before something else</p>	<p>Vocabulary</p> <p>curious timid fear fascinating wonderful extraordinary Barn owl nocturnal feathers wings beak</p>	<p>Week 3 - Words where '-ing' is added to words ending in 'e'</p> <p>Week 4 - Challenge words</p> <p>Week 5 - Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p> <p>Week 6 - Words where '-ing' is added to single syllable words</p> <p>Week 7 - Words where '-ed' is added to single syllable words</p>	
<p>31.03.25</p> <p>Letter (2 weeks)</p>	<p>F</p>	<p>Classic</p> 	<p>Purpose To inform Aunt Lucy of Paddington's events</p> <p>Viewpoint Paddington - first person</p> <p>Audience 7-10 year olds</p>	<p>Stream of consciousness</p>	<p>Some use of adverbials</p> <p>Some vocabulary used to create a sense of person - the writer's opinion</p>	<p>Adverbs - teach what the purpose of adverbs are- to tell the reader how the verb is done.</p> <p>Coordinating conjunctions</p>	<p>Vocabulary</p> <p>Peru marmalade stowaway luggage voyage hastily cautiously famished London</p>		

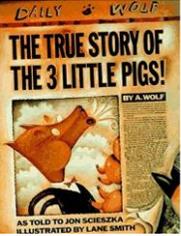
					<p>Make simple additions, revisions to correct own writing</p>	<p>'and' 'but' 'so' 'or'</p> <p>Teach what the purpose of each conjunction is. 'And' joins to sentences. 'but' tells you something unexpected happened. 'so' tells you how one thing made something else happen. Using coordinating conjunctions helps you join sentences to help the writing flow better for the reader and avoid sentences sound like a list.</p> <p>Subordinating conjunctions teach that these extend a sentence 'when, if, that, because - What is the job of these conjunctions? 'When' tells the reader when something happened 'because' gives the reader a</p>	<p>Buckingham Palace River Thames London Eye retirement home</p>		
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						<p>reason for something 'that' adds information for the reader</p> <p>'if' tells the reader what must or might happen before something else</p> <p>Apostrophes for possession</p>			
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Summer 1

<p>28.04.25</p> <p>Narrative (3 weeks)</p>	F	<p>Complexity of plot and symbol</p> <p>Tuesday by David Wiesner</p> 	<p>Purpose To entertain</p> <p>Viewpoint Third person</p> <p>Audience Children 5-7 year old</p>	<p>Step the story</p>	<p>Vocabulary chosen for effect from own reading</p> <p>Use of precise well-chosen verbs, adverbs and adjectives</p> <p>Make simple additions, revisions to correct own writing</p>	<p>Adjectives - teach that adjectives describe the noun to help the reader visualise</p> <p>Subordinating conjunctions Teach that these extend a sentence 'when, if, that, because - What is the job of these conjunctions? 'When' tells the reader when something happened 'because' gives the reader a reason for something</p>	<p>Vocabulary lily pads chimney breast rooftop sunset dusk ferociously puzzled</p>	<p>Week 1 - Words where 'a' makes an /or/ sound</p> <p>Week 2 - Words where 'o' makes an /u/ sound</p> <p>Week 3 - Challenge Words</p> <p>Week 4 - Words where the digraph 'ey' makes an /ee/ sound</p>	
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						'that' adds information for the reader 'if' tells the reader what must or might happen before something else			
12.05.25 Character Description (2 weeks)	NF	Humour 	Purpose To describe Grandma Viewpoint Third Person Audience Children who enjoy reading humorous books	Back to back activity	Effective use of precise noun phrases Make simple additions, revisions to correct own writing Commas in a list Exclamations Add suffixes to spell most words correctly in their writing - for example: -ment, -ness, -ful, -less, -ly*	Adjectives - teach that adjectives describe the noun to help the reader visualise Adverbs - teach what the purpose of adverbs are- to tell the reader how the verb is done. Commas in a list - teach why commas are needed. To separate items in a list to help the reader And why an 'and' is needed before the last item in a list	Vocabulary intimidating attitude gnarled fingers hunched back cunning wrinkled stubborn sharp wit piercing beady eyes sarsh		Geography What is it like to live by the coast? P: To inform V: Third person A: Children in year 1

<p>02.06.25</p> <p>Persuasive letter (3 weeks)</p>	<p>NF</p>	<p>Traditional Tale & Complexity in Narrator's Voice</p> 	<p>Purpose Persuade people the wolf is good</p> <p>Viewpoint The wolf</p> <p>Audience Children 5+ who have read the 3 little pigs</p>	<p>Debate</p>	<p>Vocabulary chosen effectively and from wider reading</p> <p>Some vocabulary used to create a sense of person Include writer's opinion</p> <p>Make simple additions, revisions to correct own writing</p>	<p>Adjectives - to help the reader visualise;</p> <p>Subordinating conjunction Teach that these extend a sentence 'when, if, that, because' - What is the job of these conjunctions? 'When' tells the reader when something happened 'because' gives the reader a reason for something 'that' adds information for the reader 'if' tells the reader what must or might happen before something else</p> <p>Statement, command, question and exclamation marks. What is the job of these?</p>	<p>Vocabulary misunderstood reconsider misunderstanding compassion</p>	<p>Week 1 - Words where 'a' makes an /o/ sound</p> <p>Week 2 - Words where the er and or sounds are spelled or and ar</p> <p>Week 3 - Words where si and s make a zh sound</p> <p>Week 4 - Words ending in '-ment' and '-ness'</p> <p>Week 5 - Words ending in -ful and -less</p> <p>Week 6 - Words that are homophones</p>	
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						<p>Statements say something (or give information) about the noun to the reader</p> <p>Commands - tell the reader what to do</p> <p>Exclamation marks - tell the reader there is a strong emotion eg: anger, shock, joy</p> <p>Question marks tell the reader a question is being asked. Ques can start with when, what, where, who, why, which, or how, do, did</p>		
<p>23.06.25 Recount - Trip to Warwick Castle</p> <p>write about real events, recording these simply and clearly</p>	NF	<p>Real and relevant purpose</p> <p>Trip to Warwick Castle</p> 	<p>Purpose To retell events</p> <p>Viewpoint First Person</p> <p>Audience Children in year 1 who will visit Warwick Castle next year</p>	Step the story	<p>Address the audience</p> <p>Confident use of subordinating and coordinating conjunctions</p>	<p>Commas in a list - teach why commas are needed. To separate items in a list to help the reader And why an 'and' is needed</p>	<p>Vocabulary Warwick Castle William the Conqueror Warwick jousting turret calmly motorway historian Banqueting room</p>	<p>History What is a Monarch P: To inform V: Third person A: Children in year 1</p>

(2 weeks)					Make simple additions, revisions to correct own writing	before the last item in a list Coordinating and subordinating conjunctions. Using coordinating conjunctions helps you join sentences to help the writing flow better for the reader and avoid sentences sound like a list. Using coordinating conjunctions helps you join sentences to help the writing flow better for the reader and avoid sentences sound like a list.	knights		
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