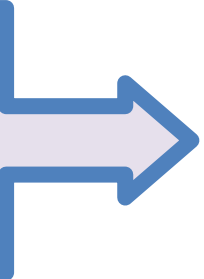


# Year Two Writing Long-Term Plan

**Speaking and listening objectives:**

- Articulate & justify answers, arguments and opinions
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Give well-structured descriptions for different purposes and express feelings
- Continue to up-level language/vocabulary so that a high level of English Language is used to communicate



**Suggested activities:**

- Freeze frames and thought tracking
- Hot seating      flashbacks

Purpose for writing (concept)	To Entertain	To Entertain	To inform	To Entertain	To Inform	To Entertain
	<p><b>Retell:</b> Farmer duck (Character focus)</p> <p><b>Retell:</b> Pumpkin soup (setting focus)</p> <p><b>Retell:</b> Gingerbread man (repetitive speech focus)</p> <p><b>Poetry week:</b> calligrams</p>	<p><b>Substitution.</b> Run! A story of escape! (substitute the ginger bread man)</p> <p><b>Visual literacy:</b> Dr Seuss – how the Grinch stole Christmas</p> <p>*character description (Cindy Lou/The Grinch)</p> <p>*Setting description of Whoville</p>	<p><b>Speeches week:</b> Dear Greenpeace</p> <p><b>Instructions:</b> Marvellous Moon Map</p> <p><b>Non-Chronological report:</b> characters in known fairy tales (goodies or baddies!) (Use Usbourne traditional tales from this year/Y1)</p>	<p>Retell events experienced.</p> <p><b>1<sup>st</sup> person narrative:</b> Handa’s surprise</p> <p><b>Retell:</b> Goldilocks (with substitution to make it 1<sup>st</sup> person)</p>	<p><b>A selection Anthony Browne:</b> Key character descriptions for a Library display</p> <p><b>Nonchronological report</b> – arctic animals</p> <p><b>Instructions</b> – how to make a paper windmill</p>	<p><b>Performance:</b> Not Now Bernard</p> <p><b>Narrative retell:</b> The way back home: Oliver Jeffers</p> <p><b>Performance poetry week:</b> revolting rhymes</p>
SPaG Skills	Mastery of Y1 tenses Suffixes	Verb Noun noun phrase comma	Conjunctions	Statements Questions commands	Apostrophe	Mastery of Y2

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Stimulus	
Farmer duck	This repetitive tale is a great way to start Year 2 – children can easily join in with the retell and are able to then develop their use of tenses.
Tuesday (Picture book)	This very odd, fun and frog-filled book is a brilliant opportunity for talk for writing and descriptive sentences as the children enjoy a fun and fantasy book with no words to articulate a story. This gets children talking in full sentences and applying their skills orally before they write and then they can write their own version too about what happens on Wednesday.
Pumpkin Soup (Gold)	Once children are well-settled into Y2 and the writing expectations, Pumpkin soup allows the children to write confidently on the Harvest theme that runs through their learning at this point in the year as they prepare for the harvest festival. This also gives context to the season and the children are able to make connections to their own harvest in school.
The Gingerbread Man (Usbourne Turquoise)	This week of oral story telling allows the children a quick confidence boost as they retell a familiar story from Reception and Year One.
Handa's Surprise (Age 6-8)	This story from another culture has been selected to begin the year as the children engage with the fruit and bright colours to be able to write noun phrases and clear sentences as they begin their writing journey in Year 2. This benefits the children at St Thomas' since they are able to see a different culture and different clothing and vibrant fruits to widen their everyday experience.
How the Grinch Stole Christmas	This visual literacy unit captivates our children as they love the grumpy character of the Grinch and describing him. The snowy setting allows the children to develop their descriptive sentences and to describe the senses of Whoville. The children's experiences of this type of landscape can be quite limited so children are able to access this through visual literacy.
Dear Green Peace (brown)	The letters in this book allows for the children to read and understand animals and a real charity. It is a fantastic text to support children in developing their own ideas for speeches week. They have this stimulus to teach them about something that is out of their everyday experience and challenges children to think deeply about animals (which our children love) and their own opinions.
Marvellous Moon map	This text gives the children a real purpose for writing as they read the story and then follow the instructions at the back. The children can write the instructions before responding to a scene set up by the caretaker: eg a water goblin flooding the toilet so writing instructions for the site manager.

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Traction Man is here (White)	This text allows for fantastic opportunities for oracy so that children are able to speak descriptively before they write. The opportunities for speaking and listening allows for writing to benefit from clear oral structures that the children in our school need opportunities for since they require their speaking and listening skills to be focussed upon and developed.
The owl who was afraid of the dark	This chapter book uses something familiar, because it builds upon owl babies. It is a longer text for children to focus on character descriptions and longer stories.
Anthony Browne (not zoo)	Using a selection of books, children are able to look at one author to enjoy their books and to write a book review by explaining the characters, the key events and why children would enjoy reading the book for a library display – a real purpose.
Revolting Rhymes (Y3)	This performance poetry is aspirational but children rise to the challenge to learn these poems each year. The humour and good fun in these poems, that draws upon familiar traditional tales, re-ignites children's love of English and different children shine as they perform poetry.
Not Now Bernard (Age 6-8)	This book brings in aspects of oral story telling so that children can join in with the book and retell the story for themselves adding their own details. The monster hooks the children and the ending allows for a rich discussion about what happens next so that children can write the next part of the story or what happens when the mum finds the monster instead of Bernard.
The Way back Home (Age 6-8)	A lovely text to bridge the gap to Year 3 so that they are applying writing for a purpose if they are writing at a Greater Depth.