



Year 2 Long Term Writing Plan

	Autumn 1 (8wk)	Autumn 2 (7wk)	Spring 1 (5wk)	Spring 2 (5wk)	Summer 1 (7wk)	Summer 2 (7wk)
Little Wandle sounds and tricky words	Phase 5 review (Reviewing all of the common and uncommon graphemes taught).	Bridge to spelling -Double letters at end of words (zz, ss, ll) -Double letters before -er (ladder, bigger) - k or ck and ch or tch -When does the final letter double when adding -ing? - Swapping 'y' for 'I' when adding suffix -ing. -Dropping the 'e' when adding suffix -ing.	Spelling unit 1 Why do some words have the spelling kn and gn for /n/, and wr for /r/? Spelling unit 2 Why do I drop the e when I add the suffixes -ed, -ing, -er, -est and -y? Spelling unit 3 Why do some words end in dge or ge? Why can /j/ be spelled j or g in different words?	Spelling unit 4 The 'W special': How do w and qu change the sounds that a, ar and or make in some words? Spelling unit 5 Why do _ swap the y for an i when _ add the suffix -es? Spelling unit 6 Why do some words have the spelling ey for the sound /ee/? Spelling unit 7 Why do some words end -le, -al, -il or -el?	Spelling unit (Content yet to be released by LWLS)	Spelling unit (Content yet to be released by LWLS)
Key texts	Class mascot: non-fiction Lost and Found The Tunnel	Leaf Smeds and Smoos	Tin Forest Titanic non-fiction	Little Red Riding Hood Hansel And Gretel	Somebody Swallowed Stanley Dark Dark Tale	The Day the Crayons Quit
WAGOLL should include:	<ul style="list-style-type: none"> Use of magic formula: Short 'hook', sentence using a coordinating/subordinating conjunctions, a question/exclamation sentence (! or ?) a compound sentence. Sounds and tricky words that have been taught to date. <ul style="list-style-type: none"> Simple noun phrases Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Demarcating most sentences with capital letters and full stops and 		<ul style="list-style-type: none"> Use of magic formula: Short 'hook', sentence using a coordinating/subordinating conjunctions, a question/exclamation sentence (! or ?) a compound sentence. All skills taught to date, in addition: Write simple narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Using present and past tense mostly correctly and consistently Spelling many common exception words 		<ul style="list-style-type: none"> Use of magic formula: Short 'hook', sentence using a coordinating/subordinating conjunctions, a question/exclamation sentence (! or ?) a compound sentence. All skills taught to date, in addition: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Make simple additions, revisions and proof-reading corrections to their own writing Using the full range of punctuation taught at key stage 1 mostly correctly- !, ?, contracted and possessive apostrophes, Spelling most common exception words* 	

	<p>with some use of question marks and exclamation marks when required</p> <ul style="list-style-type: none"> • Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (using the handwriting lines) • Using spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • Using the diagonal and horizontal strokes needed to join letters in some of their writing (GDS) 	<ul style="list-style-type: none"> • Adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly* • Using the diagonal and horizontal strokes needed to join letters in most of their writing.
<p>Assessment and Expectations</p>	<p>*Children know that a sentence has to include a verb and a subject (teach verbs and nouns)</p> <p>*Children orally rehearse, record and re-read to check every sentence makes sense.</p> <p>*Write sentences that are sequenced together to form a short narrative (real or fictional)</p> <p>*Demarcate sentences correctly to include capital letters (correct size), commas in a list, full stops/exclamation marks/question marks.</p> <p>*Segment spoken words into phonemes and represent these with graphemes, spelling some correctly</p> <p>*Use resources/ prior knowledge to spell tricky words taught so far</p> <p>* Form lower-case letters in the correct direction and relative size, starting and finishing in the right place</p> <p>*Use taught vocabulary appropriately to enhance their writing (including noun phrases)</p> <p>Children will be expected to write three sentences (for each part of the story) using the magic formula:</p> <p>A short 'hook'</p> <p>A sentence using a conjunction (coordination/subordination)</p> <p>A question or exclamation sentence.</p>	<p>* Apply all skills taught to date, in addition:</p> <p>*Write with greater stamina</p> <p>* Re-read prior paragraphs to ensure cohesion before continuing with the same piece of writing e.g. tense, pronouns etc</p> <p>*To use suffixes (e.g. ness, er, est, ful, less, ly, ment) to form adjectives and nouns</p> <p>*To use simple and progressive present and past tense appropriately</p> <p>*To use apostrophes for omission (contraction)</p> <p>Children will be expected to write four sentences (for each part of the story) using the magic formula:</p> <p>A short 'hook'</p> <p>A sentence using a conjunction (coordination/subordination)</p> <p>A question or exclamation sentence</p> <p>A compound sentence (joining two or more clauses)</p>	<p>* Apply all skills taught to date, in addition:</p> <p>*Use appropriate organisational features to support coherence across their writing e.g. time connectives ('a little while later' and location 'further down the path') or for non-fiction using headings, subheadings etc.</p> <p>*Children further develop their editing skills to include revisions to parts/ the whole of sentences.</p> <p>*To use the full range of punctuation taught in KS1 including possessive apostrophes.</p> <p>*To begin to join letters using the correct lines in and out of letters.</p> <p>* Children begin to use their reading to inform the vocabulary and grammar of their writing e.g. using story language ('as the night drew in...', 'a kind face with sparkling, blue eyes etc)</p> <p>Children will be expected to write four sentences (for each part of the story) using the magic formula:</p> <p>A short 'hook'</p> <p>A sentence using a conjunction (coordination/subordination)</p> <p>A question or exclamation sentence</p> <p>A compound sentence (joining two or more clauses)</p> <p>Make simple additions, revisions and proof read their corrections</p>

	<p style="text-align: center;">Key skills to be taught across the year: Using co-ordination (or / and / but) Using some expanded noun phrases to describe and specify Using subordination (when / if / that / because) to join clause and extend ideas Demarcate sentences correctly using capital letters, full stops, exclamation and question marks Accurate letter formation including the diagonal and horizontal strokes for joining</p>
	<p><u>Resources for writing:</u></p> <ul style="list-style-type: none"> • Grow the code LWLS poster to be accessible and the taught sound to be indicated with a counter • Writing formation rhymes (both Upper and Lower case accessible for adults to use) and letter sound freeze displayed in all classes linked to LWLS (all adults need to be familiar with the handwriting rhymes and need to refer to these when modelling formation) • Tricky words displayed and focus words highlighted with counters • Handwriting letter strips on tables • LWLS 'grow the code' sound mats to be used on tables • Early writing cards accessible on tables • Tricky words mats on tables • DFE tricky word cards • Ensure all children are sat with their back correctly on their chair and feet firmly on the ground (back, bottom, chair). Ensure children are holding pencils using the tripod grip. Ensure all children are using their free hand to hold their book still. All adults to check this before and during writing.