

English Writing Plan
Year 2
Medium term plan

Levels of Sophistication - Innovation

Substitution EYFS	Substitution and reordering KS1	Addition KS1	Alteration LKS2	Change of viewpoint, tense, structure, genre UKS2
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Originality Meter

Simplify	Hugging Closely	Some Originality	Very Original
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Autumn 1			Autumn 2		
Consolidation (2 weeks)	Fiction (4 weeks)	Poetry (1 week)	Consolidation (2 weeks)	Non fiction (3 weeks)	Invention (1 week)
Description	Setting Y1/2 Text: Jack & the Beanstalk	School poetry unit.	Characterisation	Recount - Newspaper Y1/2 Text: Meerkat Mail	

	<p>Plot: Overcoming the monster Yr 2 Text: The Elves & the Shoemaker Plot: Rags to Riches</p>			<p>Text: Sunny's Adventure/Missing Meerkat Yr 2 Text: The True Story of the 3 Little Pigs! Plot: Newspaper wolf blows down house.</p>	
<p>Use verbs that add detail or feeling – 'crept' instead of 'walked' Limit – got, came, went, said, look</p> <p>Use adverbs to describe how something does something – she watched quietly</p> <p>Make it sound good for the reader by using alliteration – Sally slept silently</p> <p>Create a clear image by piling up the description by using a sentence of</p>	<p>Time of day and weather.</p> <p>Help your reader to picture the setting using 'like' and 'as' similes</p> <p>Pile up the description using sentences of 3 to describe –</p> <p>The forest was cold, dark and silent. The sea was calm, warm and welcoming.</p> <p>Help the reader to feel what the setting</p>		<p>Describe how your character moves using carefully chosen verbs and adverbs – She tiptoed slowly</p> <p>Use similes to describe a specific feature.</p> <p>Make it sound good for the reader by using alliteration – Sally slept silently</p> <p>Drop in extra, important information about your character – Sam, who was lost,</p>	<p>Engage the reader with a snappy headline: Witch Outwitted</p> <p>Write about what has happened to others using the third person: She arrived at her grandmother's cottage ...</p> <p>Reveal how you felt about the events through carefully chosen verbs: We raced up the spiral staircase (excited)</p> <p>Add your own</p>	



3. (commas in a list.).	is like using senses. Use prepositions to extend descriptions – near the cave; on top of the table; behind the door		sat down and cried. Pile up the description using sentences of 3 to describe – Santa was red, fat and friendly.	comments: I thought the hippos looked amazing because ...	
Class Reader:			Class Reader:		

Spring 1			Spring 2		
Consolidation	Fiction	Summative Assessment Poetry (enjoyment)	Poetry	Non fiction	Consolidation
Action	Suspense Y1/2 Text: Mouse, Look Out! Plot: Warning Tale Year 2 Text: The Detective Dog. Plot: Finding Tale			Explanation Year 1/2 Text: Tin Forest. Explanation on: Plants/Magical Forest. Year 2 Text: Dragon Machine. Explanation on: Inventive Machines.	Action

<p>Focus on action with a sentence of 3. He ran down the lane, leapt over the wall and screamed.</p> <p>Choose action verbs that have emotion-dashed, leapt.</p> <p>Add detail to how the character moves by adding an adverb-suspiciously. Use onomatopoeia to interrupt and interject- snap, crash!</p> <p>Use of dramatic adverbials to advance the action-suddenly.</p>	<p>Isolate your character in the darkness/cold.</p> <p>Make the main character hear/see something. He saw orange eyes in the bushes.</p> <p>Use scary sound effects or show a glimpse e.g. a hand appeared. Show your character's reaction e.g. she shivered.</p> <p>Include short punchy sentences for drama- it was here.</p>		<p>School poetry unit.</p>	<p>Introduce the reader to the subject using a simple Why sentence: There are many reasons why dragons are afraid of mice.</p> <p>Use descriptive detail to make the explanation clear (single or multiple adjectives): Mice have a strong, disgusting smell.</p> <p>Tell the reader why using causal conjunctions: because/so/this means that/etc.</p> <p>Add more information by introducing your points with 'adding on' openers (fronted</p>	<p>Focus on action with a sentence of 3. He ran down the lane, leapt over the wall and screamed.</p> <p>Choose action verbs that have emotion-dashed, leapt.</p> <p>Add detail to how the character moves by adding an adverb-suspiciously. Use onomatopoeia to interrupt and interject- snap, crash!</p> <p>Use of dramatic adverbials to advance the action-suddenly.</p>
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				<p>adverbials): Also, ... As well as ...</p> <p>Present and sequence the explanation in small chunks so that the reader can process each point using time openers (adverbials): Firstly, ... Secondly, ...</p>	
Class Reader:			Class Reader:		

Summer 1			Summer 2		
Consolidation	Fiction Standardised unit	Assessment/Poetry	Invention	Non fiction	Poetry
Dialogue	Characterisation Year 1/2 Text: Traction Man Plot: Journey Year 2 Text: The Koala Who Could Plot: Tale of Fear			Persuasion Year 1/2 Text: The Great Kapok Tree. Text: Save the rainforest Yr 2 Text: Dear Greenpeace Text: Save the animals	

<p>Choose and decide how a character feels, thinks or behaves and show this through what they say – “I’m scared!”</p> <p>Use powerful synonyms for ‘said’ that reveals how a character said something – hissed, squealed, roared, whispered.</p> <p>Use said plus an adverb that adds emotion – he said nervously.</p> <p>Introduce a few speech punctuation rules that are to be taught in Y3/4:</p> <ul style="list-style-type: none"> • Write what is said, starting with a 	<p>Use similes to describe a specific feature – His smile was like a crescent moon.</p> <p>Describe how your character moves using carefully chosen verbs and adverbs – She tiptoed slowly</p> <p>Describe your character using two adjectives to give different details – a large, unfriendly man</p> <p>Drop in extra, important information about your character – Sam, who was lost, sat down and Cried.</p> <p>Pile up the</p>			<p>Hook your reader’s interest with an engaging question: Are you ever bored at the weekend?</p> <p>Speak directly to the reader to engage them using personal pronouns: Are the kids driving you crazy?</p> <p>Influence your reader by carefully choosing adjectives that create an emotion: confused creature, terrified piglets, wicked wolf.</p> <p>Make things sound good through: - alliteration: world of wonder - rhyme: Be bold – get the gold!</p> <p>Make it sound</p>	<p>School poetry unit.</p>
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<p>capital letter, and the punctuation inside a speech bubble</p> <ul style="list-style-type: none"> • Burst the bubble to leave speech marks round what is said • Start a new line for each speaker • Start the spoken words with a capital letter • If the sentence ends with speech, put a ./!/?. inside the speech marks. If the sentence continues, end the speech with a comma 	<p>description using sentences of 3 to describe – Santa was red, fat and friendly.</p>			<p>appealing and be boastful through superlatives: best, most amazing, largest, cosiest, finest.</p> <p>Make an explicit point with a short sentence: Exercise is good for you.</p> <p>Explain things to the reader by using conjunctions: so, because, when, where, etc.</p>	
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