


Focus	Spelling	Grammar	Handwriting	Punctuation
Genre 1: 3 weeks Setting Description (Link to History: Local History) Writing focus: Children will describe landmarks, buildings, the weather and the general environment. This will be specific to each school's local vicinity. A local walk will need to be planned in week 1 or 2, ideally with a visit to Longthorpe Tower.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>path, many, grass, people, plants, cold, pretty, floor, children.</i> RWI red words.	Present tense. Statement sentences. Conjunctions: 'and' and 'because'. Adjectives and nouns.	Writing from the margin. Ascenders and descenders. Lead ins / Flicks.	Full stops. Capital letters.
	C&C The capital letter should follow the full stop on the same line. The descriptions match the planned setting. The adjectives chosen make sense when paired with the noun. Alan Peat: 2A Sentences	Planning Children draw their settings and label key nouns and adjectives to be described.	Editing Children will use a word bank to help them fix spellings (Y2 CEWs and key nouns / adjectives). Children will check for capital letters and full stops. C P S	Vocabulary Adjectives: colour, shape, texture and size. Nouns: Linked to the local vicinity. E.g., <i>church, house, shop, school.</i>
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Genre 2: 4 weeks Character Description (Quality Text - The Last Wolf by Mini Gray)  Writing focus: Children will describe the last wolf from the story AND choose another character from the story to describe.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>last, 'behind the door', eyes, both, old, Mr.</i> RWI red words.	Present tense. Statement sentences. Conjunctions 'and' 'because'. Adjectives and nouns.	Writing from the margin. Ascenders and descenders. Lead ins / Flicks.	Full stops. Capital letters. Capital letters for proper nouns.
	C&C The capital letter should follow the full stop on the same line. A variety of attributes are described about the same character (e.g., both the wolf's appearance and actions). Alan Peat: 2A Sentences	Planning Children draw their characters and label key nouns and adjectives to be described.	Editing Children will use a word bank to help them fix spellings (Y2 CEWs and key nouns / adjectives). Children will check for capital letters and full stops. C P S	Vocabulary Adjectives: colour, shape, texture and size. Nouns: Linked to the character. E.g., <i>wolf, glasses, ears, claws.</i>

Other Subject Units

Science: Plant Growth

History: Local History

Religion & Worldviews: Where is religion in our local community?

Art & Design: Our School

Focus	Spelling	Grammar	Handwriting	Punctuation	Other subject areas
<p>Genre 1: 2 weeks</p> <p>Recount</p> <p>(Link to History: Local History)</p> <p>Writing focus: Children will write a recount of the local area walk they went on last half term and tell the reader what they liked and disliked at key moments.</p>	<p>Set 1, 2 and 3 sounds with plausible attempts at trickier words.</p> <p>Related CEWs: <i>after, everybody, children, path, class, Mrs, because.</i></p> <p>RWI red words.</p>	<p>Past tense.</p> <p>Statement sentences.</p> <p>Conjunctions 'and' and 'because'.</p>	<p>Ascenders and descenders.</p> <p>Lead ins / Flicks.</p>	<p>Full stops.</p> <p>Capital letters.</p> <p>Capital letters for proper nouns.</p>	<p>Science: Needs of the Animals</p> <p>Geography: Mini Mappers</p> <p>Religion & Worldviews: What does it mean to be free?</p> <p>Design & Technology: Salads</p>
C&C					
	<p>The recount should mostly be in chronological order using a range of time openers that make sense in the context.</p> <p>Alan Peat: List Sentences</p>	<p>Planning</p> <p>Children are given a set of photos from the local area walk to order and then match any time openers they want to use. Children plan which 'ful' adjectives and nouns they are going to use.</p>	<p>Editing</p> <p>Children will use a word bank to help them fix spellings (Y2 CEWs, key nouns, time openers, 'ful' adjectives). Children will check for capital letters and full stops.</p> <p>C P S</p>	<p>Vocabulary</p> <p>Adjectives: using the suffix 'ful'. A range of time openers. E.g., <i>First, Next, Later on, After that, Suddenly, Finally, etc.</i></p> <p>Nouns: Linked to the local vicinity. E.g., <i>church, house, shop.</i></p>	
Focus	Spelling	Grammar	Handwriting	Punctuation	
<p>Genre 2: 4 weeks</p> <p>Non-Chronological Report</p> <p>(Link to Science: Needs of the Animals)</p> <p>Writing focus: Children will write a NCR on an animal (diet, habitat, appearance, behaviour, interesting facts).</p>	<p>Set 1, 2 and 3 sounds with plausible attempts at trickier words.</p> <p>Related CEWs: <i>water, most, wild, many, cold, because.</i></p> <p>RWI red words.</p>	<p>Present tense.</p> <p>Statement sentences.</p> <p>Question sentences (Did you know?).</p> <p>Conjunctions 'because' and 'but'.</p>	<p>Ascenders and descenders.</p> <p>Lead ins / Flicks.</p>	<p>Full stops.</p> <p>Capital letters.</p> <p>Question marks.</p> <p>Capital letters for proper nouns.</p>	
C&C					
	<p>A heading and subheadings should be used accurately. The information under the subheadings should match the subheading itself.</p> <p>Alan Peat: List Sentences</p>	<p>Planning</p> <p>Children are given a sheet with boxes to plan each section of their NCR. In each box, they should record facts that they can turn into full sentences. Each box should contain an interesting fact that will be turned into a 'Did you know' question.</p>	<p>Editing</p> <p>Children will use a word bank to help them fix spellings (CEWs, key nouns, 'ful' words adjectives). Children will check for capital letters and full stops.</p> <p>C P S</p>	<p>Vocabulary</p> <p>Adjectives: using the suffix 'ful'. Nouns: Linked to animals. E.g., <i>beak, tail, fur, talons, etc.</i></p>	

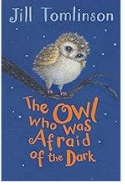
Year 2 – Spring 1 – Writing to Entertain

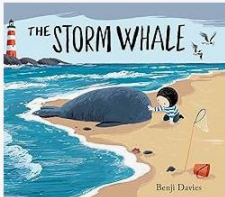
Focus	Spelling	Grammar	Handwriting	Punctuation	Other subject areas
Genre 1: 2 weeks Character Description (Quality Text - George & The Dragon by Christopher Wormell)	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>old, gold, great, wild, eye, pretty, beautiful, because.</i> RWI red words.	Past tense. Statement sentences. Exclamation sentences. Conjunctions 'and', 'but' and 'because'.	Joins as per Letter-Join.	Full stops. Capital letters. Capital letters for proper nouns. Exclamation marks.	Science: Use of materials Geography: Hot & Cold Deserts Religion & Worldviews: What do stories from the Bible reveal about what God is like? Art & Design: Colour & Tone
 <p>Writing focus: Children create their own dragon and describe its features.</p>	C&C Appearance, movement and behaviour clearly described in three distinct sections. Alan Peat: BOYS Sentences	Planning Children draw and label their dragon with adjectives and nouns. Children record key characteristics under the headings of 'appearance', 'movement' and 'behaviour'.	Editing C U P S with word banks.	Vocabulary Adjectives: using the suffixes 'ful' and 'less'. Verbs: A range of movement verbs. Nouns: A range of dragon-related nouns. <i>E.g., teeth, nostrils, scales, etc.</i>	
Genre 2: 4 weeks Narrative (Quality Text - George & The Dragon by Christopher Wormell)	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>old, gold, great, wild, eye, pretty, beautiful, because.</i> RWI red words.	Past tense. Statement sentences. Exclamation sentences. Conjunctions 'and', 'but', and 'because'.	Joins as per Letter-Join.	Full stops. Capital letters. Capital letters for proper nouns. Exclamation marks.	
 <p>Writing focus: Children write an adventure story involving a dragon.</p>	C&C A clear B, Bu, P, R, E is evident. <i>E.g.</i> intro to the character - leaves for the journey - event occurs-event resolved - character returns home. Name/gender is mostly consistent. A clear change of setting occurs. Alan Peat: BOYS Sentences	Planning 5-part story mountain.	Editing C U P S with word banks.	Vocabulary Adjectives: using the suffixes 'ful' and 'less'. Verbs: A range of movement / action verbs.	

Year 2 - Spring 2 – Writing for Information

Focus	Spelling	Grammar	Handwriting	Punctuation	Other subject areas
Genre 1: 2 weeks Instructions (Link: Design & Technology: Salads) Writing focus: Children will write instructions on how to make a salad.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>whole, hold, both, after, water, again, half, last.</i> RWI red words.	Present tense. Statement sentences. Command sentences. Conjunctions 'but' and 'or'.	Joins as per Letter-Join.	Full stops. Capital letters. Capital letters for proper nouns. Present tense contractions. E.g., <i>Don't, isn't, it's, can't, etc.</i>	Science: Living Things and Habitats History: Great Fire of London Religion & Worldviews: Why does Easter matter for Christians? Design & Technology: Wheels & Axles
	C&C A range of relevant imperative verbs should be used. The instructions are in a logical / chronological order. Alan Peat: Short Sentences	Planning Children to order pictures of the process in a list, choosing which time openers and imperative verbs they are going to use.	Editing C U P S with word banks.	Vocabulary Verbs: Imperative verbs related to preparing food. E.g., <i>Mix, place, stir, etc.</i> A range of time openers. E.g., <i>First, Next, After that, Then, Finally, etc.</i> Nouns: A range of salad nouns.	
Genre 2: 3 weeks Non-Chronological Report (Linked to History: Great Fire of London) Writing focus: Children will write a NCR on the Great Fire of London. <i>Please note, that history learning on this topic will run alongside this, so the content of writing lessons has been deliberately designed to support the content being learned in history lessons.</i>	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>water, old, poor, many, most, people, door, fast, move.</i> RWI red words.	Present tense. Statement sentences. Question sentences. Conjunctions 'that'.	Joins as per Letter-Join.	Full stops. Capital letters. Capital letters for proper nouns. Question marks. Present tense contractions. E.g., <i>Don't, isn't, it's, can't, etc.</i>	
	C&C A heading and subheadings should be used accurately. The information under the subheadings should match the subheading itself. A clear introduction to the text should be present (E.g., Read on to...). Alan Peat: Short Sentences	Planning Children are given a sheet with boxes to plan each section of their NCR (E.g., how the fire started, how the fire spread, how the fire ended, the aftermath). In each box, they should record facts that they can turn into full sentences.	Editing C U P S with word banks.	Vocabulary Comparatives: Suffixes 'er' and 'est'. E.g., bigger - biggest. Other possible uses: Strong, hot, fast, windy. Nouns: A range of Great Fire terms. E.g., <i>buildings, burning, etc.</i> Verbs: 'Powerful' verbs that add to description. E.g., <i>collapsed, smashed, destroyed.</i>	

Year 2 – Summer 1 – Writing to Entertain

Focus	Spelling	Grammar	Handwriting	Punctuation	Other subject areas
Genre 1: 2 weeks Setting Description (Quality Text - The Owl Who Was Afraid of the Dark by Jill Tomlinson)  Writing focus: Children will write a description of a dark/moonlit, night setting, using their 5 senses.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>behind, plant, wild, cold, many, pretty, every, grass.</i> RWI red words.	Past tense. Statement sentences. Exclamation sentences. Conjunctions 'when'.	Joins as per Letter-Join.	Full stops. Capital letters. Capital letters for proper nouns. Exclamation marks. Past tense contractions. E.g., <i>Didn't, wasn't, couldn't, hasn't, etc.</i>	Science: Solid, Liquids and Gases History: Explorers Religion & Worldviews: What do our senses tell us about Hindu worship? Art & Design: Painting Water
	C&C 3 – 4 senses are used to describe the setting. Descriptions remain on theme. Alan Peat: Consolidation	Planning Children will create a 'mood-board' of different night time scenes and decide which aspects they want to include. Children will label key nouns and adjectives on a sheet with boxes with the 5 senses as headings.	Editing C U P S with word banks.	Vocabulary Adverbs: the suffix 'ly'. Adjectives: suffixes 'ful' and 'less'. Nouns: Night time related nouns. E.g., <i>midnight, glow, hoot, air, stars, etc.</i> Comparatives: Suffixes 'er' and 'est'. E.g., quieter – quietest or darker – darkest.	
Genre 2: 4 weeks Narrative (Quality Text - The Owl Who Was Afraid of the Dark by Jill Tomlinson)  Writing focus: Children will write an 'overcoming a fear' story based on a creature who is afraid of something.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: RWI red words.	Past tense. Statement sentences. Exclamation sentences. Conjunctions 'when', 'that'.	Joins as per Letter-Join.	Full stops. Capital letters. Capital letters for proper nouns. Exclamation marks. Past tense contractions. E.g., <i>Didn't, wasn't, couldn't, hasn't, etc.</i>	
	C&C A clear B, Bu, P, R, E is evident. E.g., an intro to the character and their fear - leaves the home - presented with their fear - overcomes fear in some way - character returns home no longer afraid. Main character's name/gender is mostly consistent. A clear change of setting occurs. Alan Peat: Consolidation	Planning 5-part story mountain.	Editing C U P S with word banks.	Vocabulary Adverbs with the suffix 'ly'. Adjectives: suffixes 'ful' and 'less'.	

Focus	Spelling	Grammar	Handwriting	Punctuation	Other subject areas
Genre 1: 2 weeks Letter (Linked to Geography: Rivers, Seas & Oceans) Writing focus: Children will write a letter to Peterborough City Council to ask that the Nene river in Peterborough be cleaned up.	Words with the suffixes 'ment' and 'ness'. Related CEWs: RWI red words.	Present tense. Statement sentences. Question sentences. Exclamation sentences. Conjunction 'if' and 'because'.	Joins as per Letter-Join.	Consolidating all learned punctuation (FS / CL / QM / EM). Present tense contractions. E.g., <i>Don't, isn't, it's, can't, etc.</i>	Science: Consolidation and Review. Geography: Rivers, Seas & Oceans Religion & Worldviews: How do celebrations give Hindus a sense of belonging? Design & Technology: Glove Puppets
C&C	Planning	Editing	Vocabulary		
Simple letter conventions are used. Children present at least two different points about how the river can be looked after. Children suggest what action should be taken. Alan Peat: Consolidation	Children to plan: - Opening - Give reasons to act and why and examples - Impact of not acting - Final plea	C U P S with word banks.	Consolidating all learned vocabulary (ful / less / er / est / ly).		
Focus	Spelling	Grammar	Handwriting	Punctuation	
Genre 2: 3 weeks Book Review (Quality Text - The Storm Whale by Benji Davis)  Writing focus: Children will write a book review on the 'Storm Whale'.	Words with the suffixes 'ment' and 'ness'. Related CEWs: RWI red words.	Present tense. Statement sentences. Question sentences. Exclamation sentences. Conjunction 'if'.	Joins as per Letter-Join.	Consolidating all learned punctuation (FS / CL / QM / EM). Present tense contractions. E.g., <i>Don't, isn't, it's, can't, etc.</i> Listing three adjectives with a comma to describe one noun.	
C&C	Planning	Editing	Vocabulary		
A title is given. Subheadings divide sections: - Info about the author and illustrator - Summary of the book - Description of main character - Opinions given. - Whether the book is recommended Alan Peat: Consolidation	Plan each subheading content into boxes.	C U P S with word banks.	Consolidating all learned vocabulary (ful / less / er / est / ly).		