Keys Writing Curriculum – Long-Term Plan – Year 2

Proud to be part of KEYS ACADEMIES TRUST

Year 2 - Autumn 1 – Writing to Entertain

Focus

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.

Spelling

Set 1, 2 and 3 sounds with plausible attempts at trickier words.
Related CEWs:
path, many, grass, people, plants, cold, pretty, floor, children.
RWI red words.

Grammar

Present tense.
Statement sentences.

Conjunctions: 'and' and 'because'.

Adjectives and nouns.

Handwriting

Writing from the margin.
Ascenders and descenders.
Lead ins / Flicks.

Punctuation

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., *church, house, shop, school.*

Focus

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.

Spelling

Set 1, 2 and 3 sounds with plausible attempts at trickier words.
Related CEWs:
last, 'behind the door', eyes, both, old, Mr.
RWI red words.

Grammar

Present tense.
Statement sentences.
Conjunctions 'and' 'because'.
Adjectives and nouns.

Handwriting

Writing from the margin.
Ascenders and descenders.
Lead ins / Flicks.

Punctuation

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., *wolf, glasses, ears, claws.*

Other Subject Units

Science: Plant Growth

History: Local History

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

Art & Design: Our School

Year 2 – Autumn 1

Year 2 - Autumn 2 – Writing for Information

Genre 1: 2 weeks — Recount

(Link to **History:** Local History)

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.

Spelling

Set 1, 2 and 3 sounds with plausible attempts at trickier words.
Related CEWs: *after*, *everybody*, *children*, *path*, *class*, *Mrs*, *because*.
RWI red words.

Grammar

Past tense.
Statement sentences.
Conjunctions 'and' and 'because'.

Handwriting

Ascenders and descenders.
Lead ins / Flicks.

Punctuation

Full stops.
Capital letters.
Capital letters for proper nouns.

C&C

The recount should mostly be in chronological order using a range of time openers that make sense in the context.
Alan Peat: List Sentences

Planning

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.

Editing

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.
C P S

Vocabulary

Adjectives: using the suffix 'ful'.
A range of time openers. E.g., *First*, *Next*, *Later on*, *After that*, *Suddenly*, *Finally*, *etc*.
Nouns: Linked to the local vicinity. E.g., *church*, *house*, *shop*.

Genre 2: 4 weeks — Non-Chronological Report

(Link to **Science**: Needs of the Animals)

Writing focus: Children will write a NCR on an animal (diet, habitat, appearance, behaviour, interesting facts).

Spelling

Set 1, 2 and 3 sounds with plausible attempts at trickier words.

Related CEWs: *water*, *most*, *wild*, *many*, *cold*, *because*.

RWI red words.

Grammar

Present tense.

Statement sentences.

Question sentences (Did you know?).

Conjunctions 'because' and 'but'.

Handwriting

Ascenders and descenders.

Lead ins / Flicks.

Punctuation

Full stops.

Capital letters.

Question marks.

Capital letters for proper nouns.

C&C

A heading and subheadings should be used accurately.
The information under the subheadings should match the subheading itself.
Alan Peat: List Sentences

Planning

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.

Editing

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.
C P S

Vocabulary

Adjectives: using the suffix 'ful'.
Nouns: Linked to animals. *E.g.*, *beak*, *tail*, *fur*, *talons*, *etc*.

Other subject areas

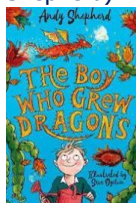
Science: Needs of the Animals

Geography: Mini Mappers

Religion & Worldviews: What does it mean to be free?

Design & Technology: Salads

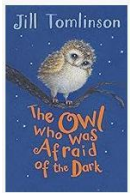
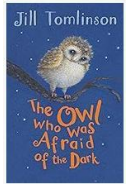
Year 2 – Spring 1 – Writing to Entertain

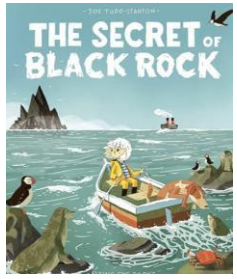
Focus	Spelling	Grammar	Handwriting	Punctuation	Other subject areas
Genre 1: 2 weeks **Character Description** (Quality Text – The Boy who grew Dragons by Andy Shepherd)  Writing focus: Children create their own dragon and describe its features.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: *old*, *gold*, *great*, *wild*, *eye*, *pretty*, *beautiful*, *because*. 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
	C&C	**Planning**	**Editing**	**Vocabulary**	
	Appearance, movement and behaviour clearly described in three distinct sections. **Alan Peat: BOYS Sentences**	Children draw and label their dragon with adjectives and nouns. Children record key characteristics under the headings of 'appearance', 'movement' and 'behaviour'.	C U P S with word banks.	Adjectives: using the suffixes 'ful' and 'less'. Verbs: A range of movement verbs. Nouns: A range of dragon-related nouns. *E.g.*, *teeth*, *nostrils*, *scales*, *etc*.	
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	
Genre 2: 4 weeks **Narrative** (Quality Text – The Boy who grew Dragons by Andy Shepherd)  Writing focus: Children write an adventure story involving a dragon.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: *old*, *gold*, *great*, *wild*, *eye*, *pretty*, *beautiful*, *because*. 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.	
	C&C	**Planning**	**Editing**	**Vocabulary**	
	A clear B, Bu, P, R, E is evident. E.g. 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**	5-part story mountain.	C U P S with word banks.	Adjectives: using the suffixes 'ful' and 'less'. Verbs: A range of movement / action verbs.	

Focus	Spelling	Grammar	Handwriting	Punctuation	Other subject areas

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: *whole, hold, both, after, water, again, half, last.* RWI red words. **C&C** A range of relevant imperative verbs should be used. The instructions are in a logical / chronological order. **Alan Peat:** Short Sentences	Present tense. Statement sentences. Command sentences. Conjunctions 'but' and 'or'. **Planning** Children to order pictures of the process in a list, choosing which time openers and imperative verbs they are going to use.	Joins as per Letter-Join. **Editing** C U P S with word banks.	Full stops. Capital letters. Capital letters for proper nouns. Present tense contractions. E.g., *Don't, isn't, it's, can't, etc.* **Vocabulary** Verbs: Imperative verbs related to preparing food. E.g., *Mix, place, stir, etc.* A range of time openers. E.g., *First, Next, After that, Then, Finally, etc.* Nouns: A range of salad nouns.	**Science:** Living Things and Habitats **History:** Great Fire of London **Religion & Worldviews:** Why does Easter matter for Christians? **Design & Technology:** Wheels & Axles
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. *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.*	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: *water, old, poor, many, most, people, door, fast, move.* RWI red words. **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**	Present tense. Statement sentences. Question sentences. Conjunctions 'that'. **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.	Joins as per Letter-Join. **Editing** C U P S with word banks.	Full stops. Capital letters. Capital letters for proper nouns. Question marks. Present tense contractions. E.g., *Don't, isn't, it's, can't, etc.* **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., buildings, burning, etc.* Verbs: 'Powerful' verbs that add to description. *E.g., collapsed, smashed, destroyed.*	

Year 2 – Spring 2

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: *behind, plant, wild, cold, many, pretty, every, grass.* 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., *Didn't, wasn't, couldn't, hasn't, etc.*	**Science:** Solid, Liquids and Gases **History:** Explorers **Religion & Worldviews**: What do our senses tell us about Hindu worship? **Art & Design**: Painting Water
	C&C	**Planning**	**Editing**	**Vocabulary**	
	3 – 4 senses are used to describe the setting. Descriptions remain on theme. **Alan Peat: Consolidation**	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.	C U P S with word banks.	Adverbs: the suffix 'ly'. Adjectives: suffixes 'ful' and 'less'. Nouns: Night time related nouns. E.g., *midnight, glow, hoot, air, stars, etc.* Comparatives: Suffixes 'er' and 'est'. E.g., quieter – quietest or darker – darkest.	
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	
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., *Didn't, wasn't, couldn't, hasn't, etc.*	**Year 2 – Summer 1**
	C&C	**Planning**	**Editing**	**Vocabulary**	
	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**	5-part story mountain.	C U P S with word banks.	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: The Day the Crayons Quit Children will write a persuasive letter eg. letter from the glue that quit	Words with the suffixes 'ment' and 'ness'. Related CEWs: RWI red words. **C&C** Simple letter conventions are used. Children present at least two different points of view Children suggest what action should be taken. **Alan Peat: Consolidation**	Present tense. Statement sentences. Question sentences. Exclamation sentences. Conjunction 'if' and 'because'. **Planning** Children to plan: - Opening - Give reasons to act and why and examples - Impact of not acting - Final plea	Joins as per RWI **Editing** C U P S with word banks.	Consolidating all learned punctuation (FS / CL / QM / EM). Present tense contractions. E.g., *Don't, isn't, it's, can't, etc.* **Vocabulary** Consolidating all learned vocabulary (ful / less / er / est / ly).	**Science**: Consolidation and Review. **Geography:** Rivers, Seas & Oceans **Religion & Worldviews**: How do celebrations give Hindus a sense of belonging? **Design & Technology**: Glove Puppets
Focus **Genre 2: 3 weeks** **Book Review** (Quality Text - The Secret of Black Rock- Joe Todd Stanton  Writing focus: Children will write a book review on the 'Storm Whale'.	**Spelling** Words with the suffixes 'ment' and 'ness'. Related CEWs: RWI red words. **C&C** 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**	**Grammar** Present tense. Statement sentences. Question sentences. Exclamation sentences. Conjunction 'if'. **Planning** Plan each subheading content into boxes.	**Handwriting** Joins as per RWI. **Editing** C U P S with word banks.	**Punctuation** Consolidating all learned punctuation (FS / CL / QM / EM). Present tense contractions. E.g., *Don't, isn't, it's, can't, etc.* Listing three adjectives with a comma to describe one noun. **Vocabulary** Consolidating all learned vocabulary (ful / less / er / est / ly).	

Year 2 – Summer 2