

**English Termly Plan Year Group: Year 2**

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| **Term** **Text / Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Autumn 1** The Storm Whale by Benji Davies | NarrativeA short narrative in the first person describing Noi and dad’s journey | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way. |
| I can organise my work to write a description using adjectives |
| I can write simple, coherent narratives about a story I have listened to |
| I can begin to explore expanded noun phrases using at least 2 adjectives.Within my writing I can use **statements**  I can use the word ‘and’ to connect sentences. |
| **Most** of my sentences start with a capital letter and finish with a full stop.**Sometimes** I can use a ! at the end of an exclamation |
| Meerkat Mail by Emily Gravett | NarrativeA diary entry in the first person describing when Sunny left his family | My writing shows that I leave clear spaces between words. |
| I can organise my work to write a diary |
| I can make simple additions / revisions and proof reading corrections within my own writing  |
| I can begin to explore expanded noun phrases using at least 2 adjectives.Within my writing I can use **statements** I can use the words ‘and’ ‘because’ to connect sentences |
| **Most** of my sentences start with a capital letter and finish with a full stop. |
| Link with GeographyHot and Cold Countries | Non-Chronological ReportA short report about hot and cold countries, to link with Geography | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way. |
| I can organise my work to fit the type of writing that I am doing |
| I can write simple, coherent narratives about personal experiences and those of others, both real and fictional |
| Within my writing I can use **statements and question** |
| **Sometimes** I can use a ? at the end of a question or ! at the end of an exclamation |

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| **Term** **Text / Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Autumn 2**(Link with History) | NarrativeTo recount the story in the character of Toby | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way.My writing shows that I leave clear spaces between words. |
| I can organise my work to fit the type of writing that I am doing |
| I can write simple, coherent narratives about personal experiences and those of others, both real and fictionalI can use present and past tense correctly **most** of the time. |
| I can begin to explore expanded noun phrases using at least 2 adjectives.I can use the words ‘and’ ‘but’ ‘or’ to connect sentences.Within my writing I can use **statements**   |
| **Most** of my sentences start with a capital letter and finish with a full stop.**Sometimes** I can use a ? at the end of a question |
|  | Non chronological ReportTo write a non-chronological report | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way.My writing shows that I leave clear spaces between words. |
| I can organise my work to fit the type of writing that I am doing |
| I can use present and past tense correctly most of the time. |
| I can begin to explore expanded noun phrases using at least 2 adjectives.I can use the words ‘and’ ‘but’ ‘or’ to connect sentences.I can use the words ‘if’ ‘because’ to connect sentencesWithin my writing I can use **statements**   |
| **Most** of my sentences start with a capital letter and finish with a full stop |

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| **Term** **Text / Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Spring 1**(link with Geog) | NarrativeTo write an alternative story | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way. |
| I can organise my work to fit the type of writing that I am doing  |
|  I can make simple additions / revisions and proof reading corrections within my own writing |
| I can begin to explore expanded noun phrases using at least 2 adjectives.I can use the words ‘and’ ‘but’ ‘or’ to connect sentences.I can use the words ‘if’ ‘because’ to connect sentences |
| **Most** of my sentences start with a capital letter and finish with a full stop. |
| **Spring 2**(link with Science) | NarrativeTo write a diary entry | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way. |
| I can organise my work to fit the type of writing that I am doing  |
| I can write simple, coherent narratives about fictional characters |
| I can begin to explore expanded noun phrases using at least 2 adjectives.I can use the words ‘if’ ‘when’ ‘because’ to connect sentences Within my writing I can use **statements**  Within my writing I can use **questions** |
| **Most** of my sentences start with a capital letter and finish with a full stop.**Sometimes** I can use a ? at the end of a question |
|  | PoetryTo write an acoustic poem | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way. |
| I can organise my work to fit the type of writing that I am doing and write in chronological order and use quotes |
| I can make simple additions / revisions and proof reading corrections within my own writing  |
| Within my writing I can use **statements**   |
| I can use Key Stage one Punctuation accurately  |

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| **Term** **Text / Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Summer 1** | Instructional WritingChildren to write instructions on how to build a bird’s nest | I can use the diagonal and horizontal strokes to join some letters |
| I can organise my work to write instructions |
| I can make simple additions / revisions and proof-reading corrections within my own writing I can write simple, coherent narratives about personal experiences and those of others that are real |
| Within my writing I can use l statements Within my writing I can use questions |
| I can use Key Stage One Punctuation accurately |
|  | NarrativeChildren will write a sequel adventure story to the ‘Magic Finger story’ to show what happened to the Coopers | I can use the diagonal and horizontal strokes to join some letters |
| I can organise my work to fit the type of writing  |
| I can make simple additions / revisions and proof reading corrections within my own writing I can write simple, coherent narratives about personal experiences and those of others that are real |
| I can begin to explore expanded noun phrases using at least 2 adjectives. I can use the words ‘and’ ‘but’ ‘or’ to connect sentences.I can use the words ‘if’ ‘because’ to connect sentences I can use the words ‘when’ ‘that’ to connect sentences Within my writing I can use statements, questions ad commands |
| Use Key Stage one Punctuation accurately I can use apostrophes for omission and possession |
|  |  | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way.My writing shows that I leave clear spaces between words. |
| I can organise my work to fit the type of writing that I am doing |
| I can write simple, coherent instructionsI can make simple additions / revisions and proof reading corrections within my own writing I can write simple, coherent narratives about personal experiences |
| I ac use the words ‘and’ ‘but’ ‘or’ to connect sentences.I can use the words ‘if’ ‘because’ to connect sentencesWithin my writing I can use **statements**   |
| I can use Key Stage one Punctuation accurately  |

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| **Term** **Text / Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Summer 2** |  | I can use the diagonal and horizontal strokes to join some letters |
| I can organise my work to fit the type of writing that I am doing |
| I can make simple additions / revisions and proof reading corrections within my own writing  |
| I can use the words ‘if’ ‘when’ or ‘because’ to connect sentences Within my writing I can use factual **statements**  Within my writing I can use **questions and exclamations** |
| I can use Key Stage one Punctuation accurately  |
|  |  | I can use the diagonal and horizontal strokes to join some letters |
| I can organise my work to fit the type of writing that I am doing and write a non-chronological report |
| I can make simple additions / revisions and proof reading corrections within my own writing I can write simple explanations about real events |
| I can use the words ‘if’ ‘when’ or ‘because’ ‘that’ to connect sentences Within my writing I can use factual **statements**  Within my writing I can use **questions and exclamations** |
| I can use Key Stage one Punctuation accurately  |
|  |  | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way.My writing shows that I leave clear spaces between words. |
| I can organise my work to fit the type of writing that I am doing |
| I can use present and past tense correctly **most** of the time. |
| use the words ‘and’ ‘but’ ‘or’ to connect sentences.I can use the words ‘if’ ‘because’ to connect sentencesWithin my writing I can use **statements**   |
| **Most** of my sentences start with a capital letter and finish with a full stop.**Sometimes** I can use a ? at the end of a question |