

**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 | Narrative  A 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 | Narrative  A 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 Geography  Hot and Cold Countries | Non-Chronological Report  A 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) | Narrative  To 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 fictional  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.  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 Report  To 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 sentences  Within 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) | Narrative  To 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) | Narrative  To 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 |
|  | Poetry  To 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 Writing  Children 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 |
|  | Narrative  Children 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 instructions  I 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 sentences  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 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 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 |