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| **Year 2** | | Writing Purpose | |
|  |  | **Entertain** | **Inform** |
|  | **Grammar** | Use coordinating conjunctions to link two main ideas, Use noun phrases which add detail to description, Use the progressive form for verbs  Use exclamation sentences where appropriate | Use coordinating conjunctions to link two main ideas, Use subordinating conjunctions in the middle of sentences  Use noun phrases which inform  Use commas to separate items in a list  Use exclamation sentences where appropriate |
|  | **Conjunctions and Adverbials** | Adverbials First Then Next After Later The next day…  Conjunctions and but so or when | Adverbials First Firstly Next After Later  Conjunctions and but so or when if because |
|  | **Punctuation** | Use finger spaces between words  Use capital letters & full stops to mark sentences  Use capital letter for first person ‘I’  Use apostrophes to mark contractions  Use exclamation marks, particularly in relation to speech  Begin to use inverted commas to mark direct speech where appropriate. | Use finger spaces between words  Use capital letters & full stops to mark sentences  Use question mark  Use apostrophes to mark possession |
| **Term** | **Book/Author** |  |  |
| *Autumn 1*  *Land Ahoy* | The Snail and the Whale Julia Donaldson, illustrated by Alex Schiffler | Thought/Speech Bubbles  Written predictions  Visualisation of settings  Illustrations of characters  Verse of a song  descriptive writing | Letter to a character  Travel journal entries  Filmed TV report  Newspaper report – recount  Information text |
| How to Find Gold By Viviane Schwarz | ‘Tell Me’ responses  Character description  Detailed description and directions in map work  Writing in role (thought bubbles and diary entries)  Play script  Setting description  Free verse poetry  Note in role  Writing a narrative sequence, retelling the story | Persuasive note   Advisory pamphlet  Letter to the author illustrator  A plan to find gold |
| *Autumn 2*  *Street Detectives* | **The Jolly Postman** Janet and Allan Ahlberg | Responding to illustration  Drama and role-play  Story Boxes  Shared writing  Storytelling, Writing in role | Discussion and Debate  Bookmaking  Storymapping |
| **Wild By Emily Hughes** | Responding to illustration  Book Talk  Visualising  Drama and role play  Shared writing  Poetry  Storytelling  Writing in role | Word collection  Non-Fiction writing  Role on the Wall |
| *Spring 1*  *Beat Band Boogie* | **The Puffin Book of Fantastic First Poems** by June Crebbin | Poems inspired by the collection  Descriptive | Notes  Vocabulary and phrase collections |
| **Ossiri and the Bala Mengro** By Richard O'Neill and Katharine Quarmby | Thought Bubbles  Persuasive note and letter  Story writing  Diary entry | Information Writing – Scientific Processes  Recipes  Instructions for making instruments  Role on the Wall  Questions and suggestions |
| *Spring 2*  *Movers and Shakers* | **The Frog Prince, Continued** By Jon Scieszka | Book talk,  story telling  retelling  writing a diary  shared writing | diagrams |
| **Poems to Perform** By Julia Donaldson | Descriptive vocabulary and phrase collections  Poems inspired by the collection: - Innovated verses of ‘Rhythm of Life’ Fresh lines for ‘The Sound Collector’  original poem inspired by poetry and music: ‘The Lark Ascending’  Performance and recital  Class anthologies |  |
| *Summer 1*  *The Scented Garden* | 10 things I can do to help my world by Melanie Walsh | ‘Tell Me’ responses  Letter to the headteacher  Call and response poem | Labels and captions for recycling displays and areas  Conservation posters  Caption writing  Information Writing  Shared Reading Journal |
| **The Hodgeheg** By Dick King-Smith | Note making  Annotations  Speech bubbles | Road safety |
| *Summer 2*  Towers, Tunnels and Turrets | Rapunzel By Bethan Woollvin | Shared Writing  Writing in role  Poetry  Bookmaking and Publishing | Explanatory writing |
| **The Princess and the White Bear King** By Tanya Robyn Batt | ‘Tell Me’ responses  Character description  Writing in role (diary entries)  Writing a narrative sequence retelling the story | Persuasive writing to have their crowns chosen  Explanations about special things  Detailed description and directions in mapwork |