

Year Two - English: Writing - Medium Term Plans - Mengham Infant School

Children's progress is assessed on a nine week cycle following the Hampshire Assessment Model. The National Curriculum Objectives and Hampshire non-statutory guidance are taught, revisited and built upon within each nine week period. The table below therefore charts the objectives taught within each nine week cycle known as phases. We use the Process 'Talk for Write' developed by Pie Corbet to immerse the pupils in a text, as stimulus for retelling, for changing the text and finally for innovating their own text.

	Objectives covering 'writing composition' (Effect, Text Structure and Organisation, Sentence Structure) - children are taught:	Objectives covering 'Handwriting' Children are taught:	Objectives covering spelling and phonics	Objectives covering Vocabulary, Grammar punctuation and
Throughout the year	<p>To develop positive attitudes towards and stamina for writing:</p> <ul style="list-style-type: none"> <li>○ write narratives about personal experiences and those of others (real and fictional)</li> <li>○ write about real events</li> <li>○ write poetry</li> <li>○ write for different purposes</li> </ul> <p>To develop an increased writing stamina by producing increasingly longer and more complex texts over the year</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>		<p>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>To use and understand the grammatical terminology when discussing their writing</p>
<p>Phase One - Autumn Term One into Autumn Term Two September to November</p> <p>Story writing: <i>Monkey see, Monkey Do!</i></p> <p>Nonfiction text: Animal fact file</p> <p>Historical Report of the Great Fire of London (Open Box Theatre Company)</p> <p>To write the story of the Stick Man as their own version</p>	<ul style="list-style-type: none"> <li>• To consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>• To select relevant content that shows an awareness of purpose and an emerging awareness of their audience</li> <li>• To write down ideas and/or key words, including new vocabulary</li> <li>• To use adventurous vocabulary appropriate to task</li> <li>• To proof-read to check for errors in spelling, grammar and punctuation</li> <li>• To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> <li>• To re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• To write about real events sustains sufficient features of the given form e.g. Correct choice in use of present and past tense of verbs including verbs in progressive forms</li> </ul>	<ul style="list-style-type: none"> <li>• To form lower-case letters of the correct size relative to one another</li> <li>• To use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined</li> <li>• To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• To use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>• To spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• To spell common exception words</li> <li>• To distinguish between homophones and near-homophones</li> <li>• To add suffixes to spell longer words, including -ly and to exception words ending in _y e.g. happiness</li> </ul>	<ul style="list-style-type: none"> <li>• To use coordinating conjunctions to create a compound sentence</li> <li>• To write expanded noun phrases to describe and specify</li> <li>• To write a sentence that ends with an exclamation mark</li> <li>• To add -ly to an adjective to make an adverb</li> <li>• To use commas to separate items within lists</li> <li>• To use past continuous (progressive) tense</li> <li>• To form simple past tense by adding -ed</li> <li>• To move from generic to specific nouns - 'dog' to 'terrier'</li> <li>• To use determiner + adjective + noun</li> <li>• To use determiner + noun + prepositional phrase</li> <li>• To link clauses by both coordinating and subordinating conjunctions</li> <li>• To use a range of punctuation including full stops, capital letters, exclamation marks, commas in a list</li> <li>• To use similes using 'like' ...like hot chilies... ...cold like a glacier</li> </ul>

<p>The objectives covered in Phase One above are revisited and built upon and opportunities for children become more independent writers are provided as they embed these skills. To support children become independent writers the following objectives are taught in Phase Two:</p>				
<p>Phase Two - Autumn Term Two into Spring Term One November to February</p> <p>Fire poems</p> <p>A persuasive letter to Santa</p> <p>A chronological report of the trip to Beaulieu</p> <p>Poetry - Formula One</p>	<ul style="list-style-type: none"> <li>To write an appropriate mixture of both simple and compound sentences accurately</li> <li>To use a variety of sentence openers</li> <li>To group related idea</li> <li>To link related sentences through the use of pronouns, time connectives or adverbials where appropriate</li> <li>To make simple additions, revisions and corrections to their own writing - evaluate their writing with the teacher and other pupils</li> <li>To encapsulate what they want to say, sentence by sentence</li> <li>To develop and express a view point</li> </ul>		<ul style="list-style-type: none"> <li>Add suffixes to spell longer words, including -ful, -less</li> <li>Spell some words with contracted forms</li> </ul>	<ul style="list-style-type: none"> <li>To use first, second and third person with subject-verb agreement</li> <li>To use present continuous tense</li> <li>To use subordination (using when, if, that, or because)</li> <li>To know how to use some features of written Standard English</li> <li>To use the possessive apostrophe (singular)</li> <li>To use onomatopoeia</li> <li>To use third person with subject verb agreement</li> <li>To use conjunctions to create a compound sentence</li> <li>To form adjectives by adding -less</li> <li>To use apostrophe in the contracted form</li> <li>To use determiners and generalisers</li> <li>To ask questions and use a question mark</li> <li>To form comparatives and superlatives by adding -er and -est</li> <li>Alliteration (verb + noun) ...dancing dandelions... ...hiding hyenas...</li> </ul>
<p>The objectives covered in Phase One and Phase Two above are revisited and built upon and opportunities for children become more independent writers are provided as they embed these skills. To support children become independent writers the following objectives are taught:</p>				
<p>Phase Three - Spring Term One into Spring Term Two - February to April</p> <p>Need to put genre and stimulus</p>			<ul style="list-style-type: none"> <li>Add suffixes to spell longer words -ment, -ness</li> </ul>	<ul style="list-style-type: none"> <li>Use the present and past tenses correctly and consistently including the progressive form</li> <li>Add -ness and -er to form a noun</li> <li>Use past continuous (progressive) tense</li> <li>Put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter</li> </ul>
<p>The objectives covered in Phase One, Phase Two and Phase Three above are revisited and built upon and opportunities for children become more independent writers are provided as they embed these skills.</p>				
<p>Summer Term - to achieve the end of year age expectations for Year One</p> <p>Need to put genre and stimulus</p>	<p>Throughout this term children revisit all these objectives to embed the skills they have learnt so that they can achieve the end of year age related expectations:</p>			