

Spelling and handwriting practice to take place daily.

TEXT: Diary of a Worm and Diary of a Spider

National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline
<p>WA/GD Handwriting: <i>Handwriting targets will be repeated during daily handwriting sessions</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to: <i>Spelling targets will be repeated during daily phonics sessions</i> spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words 	<p>1</p>	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • learning the possessive apostrophe (singular) [for example, the girl's book] • learning to spell common exception words <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to:</p>	<p>*I can use expanded noun phrases to describe and specify. **I can spell a variety of common exception words. ***I can use apostrophes for possession. WGD: I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p>	<p>Character Description</p> <p>Activity: Children to describe the Worm from the text. They will also describe worm's friend, Spider.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

<ul style="list-style-type: none"> learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones <u>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</u> <p>Composition: Composition targets will be repeated during weekly planning and editing sessions</p> <p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p>		<p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] <p>S&L:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary gain, maintain and monitor the interest of the listener(s) 		
<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	2	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p>	<ul style="list-style-type: none"> I can use expanded noun phrases to describe and specify. **I can spell a variety of common exception words. ***I can use apostrophes for possession. WGD: I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 	<p>Writing Genre: Setting Description</p> <p>Activity: Children to describe the Worm's house and also a Spider's home.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in discussing their writing. 		<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms <p>learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] <p>S&L:</p> <ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • gain, maintain and monitor the interest of the listener(s) 		
<p>S&L:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions 	<p>3</p>	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>Composition:</p> <p>Pupils should be taught to:</p>	<p>I can write about real events.</p> <p>**I can use the past tense correctly and consistently.</p> <p>***I can use adverbs to describe where, when and how.</p> <p>WGD: I can re-read to check that my writing makes sense and that verb tenses are used correctly.</p>	<p>Diary Entry/ Recount</p> <p>Text: Diary of a Worm</p> <p>Activity: Children to write a diary entry from Worm’s perspective, describing his day at school.</p> <p>Activity: Children to write a recount of their Summer holidays.</p> <p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers</p>

<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing about real events <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters <p>learn how to use:</p> <ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • use and understand the grammatical terminology in discussing their writing. • the grammar for year 2 in English Appendix 2 <p>S&L:</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	4	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • learning to spell common exception words <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 	<p>*I can use capital letters, full stops, question marks and exclamation marks correctly.</p> <p>**I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>***I can use sentences with different forms: statement, question, exclamation, command.</p> <p>WGD: I can use some of the diagonal and horizontal strokes needed to join letters.</p>	<p>Writing Genre: Informal Letter</p> <p>Activity: Children to write a letter of to Grandpa about his holiday.</p> <p>Children to write a letter from Grandpa back to Spider.</p> <p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • sentences with different forms: statement, question, exclamation, command <p>S&L: consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		
5	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • 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 • learning to spell common exception words <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<p>*I can use the past tense mostly correctly and consistently.</p> <p>**I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>*** I can use commas for lists.</p> <p>WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Newspaper Report</p> <p>Text: Diary of a Spider Activity: Children to report on the discovery of a range of new minibeasts (links to Wriggle and Crawl topic).</p> <p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

	<p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists <p>learn how to use:</p> <ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p> <ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • 		
6	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p>*I have developed a positive attitude towards writing by writing poetry. **I can use expanded noun phrases with appropriate adjectives to express meaning.</p>	<p>Poetry Text: Diary of a Spider Activity: Children to write poetry with links to minibeasts and their habitats.</p>

	<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing poetry <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by: learn how to use:</p>	<p>***I can read aloud what I have written with intonation to make the meaning clear. WGD: I can include adverbs to describe where, when and how.</p>	<ul style="list-style-type: none"> *Spiders acrostic poem *Butterfly, Butterfly poem *At the bottom of the garden poem *The minibeast feast poem <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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		<ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] some features of written Standard English <p>S&L:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others 		
<p>Vocabulary:</p>	<p>NC terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.</p> <p>Text specific: recount, first person, past tense, chronological, non-chronological, layout, headings, organisation, report, audience, interview, statement, witness, poem, verse, line, repetition, rhyme, syllables, explanation, statement, description, appearance, personality, setting, senses, narrative, characters, plot, problem, minibeast, habitat, life cycle, fiction, non-fiction.</p>			

Spelling and handwriting practice to take place daily.

TEXT: The Pied Piper

National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline
<p>WA/GD Handwriting: <i>Handwriting targets will be repeated during daily handwriting sessions</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to: <i>Spelling targets will be repeated during daily phonics sessions</i> spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 learning to spell common exception words learning to spell more words with contracted forms 	<p>1</p>	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> learning the possessive apostrophe (singular) [for example, the girl's book] add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	<p>*I can use capital letters and full stops correctly in most sentences. **I can use expanded noun phrases to describe and specify. ***I can use apostrophes for possession. WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Character Descriptions</p> <p>Activity: Children to write descriptions of both The Boy and The Mayor. Think about their appearance and personality. Can the children compare the characters?</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

<ul style="list-style-type: none"> learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>Composition: <i>Composition targets will be repeated during weekly planning and editing sessions</i> Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<p>Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary gain, maintain and monitor the interest of the listener(s) 		
<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	<p>2 Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<p>*I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>**I can use adverbs to describe where, when and how.</p> <p>***I can use apostrophes for contraction.</p> <p>WGD: I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p>	<p>Setting Description</p> <p>Activity: Children to describe the shanty town where the children live and also Hamline town before the invasion of the rats.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit</p>

<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions 	<p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p>	<p>work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • gain, maintain 		
	<p>3</p>	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<p>**I can use subordinating and co-ordinating conjunctions to join clauses.</p> <p>**I can use the past tense correctly and consistently</p> <p>***I can use apostrophes for contraction.</p> <p>WGD: I can add suffixes to spell most words correctly, including adverbs.</p>	<p>Narrative</p> <p>Activity: Children to write their own narratives based on Hamelin's rat invasion (alternative version of events and new characters, setting or problem).</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

S&L:

- listen and respond appropriately to adults and their peers
- use relevant strategies to build their vocabulary
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- gain, maintain and monitor the interest of the listener(s)

	4	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 	<p>*I can use question marks and exclamation marks correctly in most sentences.</p> <p>**I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>***I can use sentences with different forms: statement, question, exclamation, command.</p> <p>WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Letters</p> <p>Activity: Children to write a letter of complaint to the Mayor from the Pied Piper and letter of apology to the Pied Piper from the Mayor.</p> <p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>S&L: articulate and justify answers, arguments and opinions</p>		
5	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • 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 • learning to spell common exception words <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils 	<p>I can write for different purposes.</p> <p>**I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>***I can use sentences with different forms: statement, question, exclamation, command.</p> <p>WGD: I can use the present and past tenses correctly and consistently including the progressive form.</p>	<p>Newspaper Reports</p> <p>Activity: Children to report on Hamelin's rat invasion and the Mayor asking the homeless children to become 'rat kids'.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

S&L:

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others

	<p>6</p> <p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing poetry <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	<p>*I have developed a positive attitude towards writing by writing poetry.</p> <p>**I can use expanded noun phrases with appropriate adjectives to express meaning.</p> <p>***I can read aloud what I have written with intonation to make the meaning clear.</p> <p>WGD: I can include adverbs to describe where, when and how.</p>	<p>Poetry</p> <p>Activity: Children to write poetry using the openers: Last night I saw... Last night I heard...</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to: develop their understanding of the concepts set out by: learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • some features of written Standard English <p>S&L:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) <p>select and use appropriate registers for effective communication.</p>		
<p>Vocabulary:</p>	<p>NC terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.</p> <p>Text specific: description, appearance, personality, newspaper, article, organisation, layout, witness, interview, statement, poem, verse, line, repetition, rhyme, syllables, stanza, letter, audience, complaint, apology, setting, senses, narrative, characters, plot, problem.</p>		



Subject English – Year 2 Spring 1 MTP Covered once/ Covered twice / Revisited/ S&LY2

Spelling and handwriting practice to take place daily.

TEXT: The Twits

National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline
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<p>WA/GD Handwriting: <i>Handwriting targets will be repeated during daily handwriting sessions</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to: <i>Spelling targets will be repeated during daily phonics sessions</i> spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<p>1</p>	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • learning the possessive apostrophe (singular) [for example, the girl's book] <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by: consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by:</p>	<p>*I can use capital letters and full stops correctly in most sentences. **I can use expanded noun phrases to describe and specify. ***I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but). WGD: I can use apostrophes for possession.</p>	<p>Character Descriptions</p> <p>Activity: Children to describe a range of characters within the story: Mr Twit, Mrs Twit, Muggle-Wump or the Roly-Poly Bird.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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<p>Composition: Composition targets will be repeated during weekly planning and editing sessions Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 		<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • gain, maintain and monitor the interest of the listener(s) 		
<p>Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 	2	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<p>*I can use expanded noun phrases to describe and specify, correctly punctuating them with commas. **I can use adverbs to describe where, when and how. ***I can use apostrophes for contraction. WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Writing Genre: Setting Description</p> <p>Activity: Children to describe The Twit’s house and garden from the outside. Children will then describe independently the inside of their house using their knowledge of the characters. Use all senses when creating descriptions and use editing skills to up-level vocabulary choices.</p> <p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] <p>S&L:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings gain, maintain and monitor the interest of the listener(s) 		
	<p>3</p> <p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p>	<ul style="list-style-type: none"> *I can use question marks and exclamation marks correctly in some sentences. **I can use expanded noun phrases to describe and specify. ***I can use some subordinating conjunctions (when, if, that, or because) and 	<p>Narrative</p> <p>Activity: Children to write their own narratives focusing on The Wormy Spaghetti, The Shrinks or The Stretching (alternative version of events and/or new setting, characters or problem).</p>

<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English 	<p>some co-ordinating conjunctions (or, and, or but). WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
4	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • distinguishing between homophones and near-homophones <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<p>*I can use question marks and exclamation marks correctly in some sentences.</p> <p>**I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>***I can use sentences with different forms: statement, question, exclamation, command.</p> <p>WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Letters</p> <p>Activity: Children to write a letter of complaint from the caged Monkeys to Mr Twit and a letter of apology from Mr Twit to Muggle-Wump.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

	<ul style="list-style-type: none"> • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, <p>learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions 		
5	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p>*I can use the past tense mostly correctly and consistently</p> <p>**I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>*** I can use commas for lists.</p>	<p>Newspaper Report</p> <p>Text: The Twits</p> <p>Activity: Children to report on the wild animals attacking The Twits.</p> <p>Newspaper report: A strange bird found in the local area (Roly-Poly Bird)</p>

	<ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning to spell common exception words • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p>	<p>WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 <p>S&L:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 		
6	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing poetry <p>consider what they are going to write before beginning by:</p>	<p>*I have developed a positive attitude towards writing by writing poetry.</p> <p>**I can use expanded noun phrases with appropriate adjectives to express meaning.</p> <p>***I can read aloud what I have written with intonation to make the meaning clear.</p> <p>WGD: I can include adverbs to describe where, when and how.</p>	<p>Poetry</p> <p>Text: The Twits</p> <p>Activity: Children to write an acrostic poem based on the characters from the Twits. Children to select their own Characters for their independent write. Mr Twit or Mrs Twit to be used for Mighty Writer.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of</p>

	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <p>learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • some features of written Standard English <p>S&L:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 		<p>planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		
Vocabulary:	<p>NC terminology: noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.</p> <p>Text specific: narrative, plot, characters, problem, resolution, setting, diary, first person, letter, formal, informal, apology, complaint, instruction, command, statement, description, appearance, personality.</p>		



Subject English – Year 2 Spring 2 MTP Covered once/ Covered twice / Revisited/ S&LY2

Spelling and handwriting practice to take place daily.		TEXT: Charlie and the Chocolate Factory		
National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline

<p>WA/GD</p> <p>Handwriting:</p> <p><i>Handwriting targets will be repeated during daily handwriting sessions</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p><i>Spelling targets will be repeated during daily phonics sessions</i></p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<p>1</p>	<p>Handwriting WA/GD:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • learning the possessive apostrophe (singular) [for example, the girl's book] <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p>	<p>*I can use capital letters and full stops correctly in most sentences.</p> <p>**I can use expanded noun phrases to describe and specify.</p> <p>***I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>WGD: I can use apostrophes for possession.</p>	<p>Character Descriptions</p> <p>Activity: Children to describe a range of characters within the story.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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<p>Composition: Composition targets will be repeated during weekly planning and editing sessions</p> <p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • gain, maintain and monitor the interest of the listener(s) 		
<p>Writing Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to: develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>2</p> <p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<p>*I can use expanded noun phrases to describe and specify, correctly punctuating them with commas. **I can use adverbs to describe where, when and how. ***I can use apostrophes for contraction. WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Writing Genre: Setting Description</p> <p>Activity: Children to describe Charlie’s house. Children will describe the outside of the factory and also imagine what inside could be.</p> <p>Use all senses when creating descriptions and use editing skills to up-level vocabulary choices.</p> <p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from</p>

<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] <p>S&L:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>gain, maintain and monitor the interest of the listener(s)</p>		<p>teacher and peers; write an independent version using previously taught skills.</p>
	<p>3</p> <p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p>	<p>*I can use question marks and exclamation marks correctly in some sentences.</p> <p>**I can use expanded noun phrases to describe and specify.</p> <p>***I can use some subordinating conjunctions (when, if, that, or because) and</p>	<p>Narrative</p> <p>Activity: Children to write their own narratives focusing on Charlie finding the golden ticket. (alternative version of events and/or new setting, characters or problem).</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them</p>

<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English 	<p>some co-ordinating conjunctions (or, and, or but). WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.</p>	<p>in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
4	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • distinguishing between homophones and near-homophones <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<p>*I can use question marks and exclamation marks correctly in some sentences.</p> <p>**I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>***I can use sentences with different forms: statement, question, exclamation, command.</p> <p>WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Letters</p> <p>Activity: Children to write a formal letter to Willy Wonka to say Thank you for getting a Golden ticket. A letter to Charlie replying to his letter.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

	<ul style="list-style-type: none"> • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, <p>learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions 		
5	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p>*I can use the past tense mostly correctly and consistently</p> <p>**I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>*** I can use commas for lists.</p>	<p>Non-Chronological report</p> <p>Text: Charlie and the Chocolate</p> <p>Activity: Children to report on Willy Wonka's Factory.</p> <p>Children to report on how we make chocolate and where it comes from.</p>

	<ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning to spell common exception words • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p>	<p>WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 <p>S&L:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 		
6	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing poetry <p>consider what they are going to write before beginning by:</p>	<p>*I have developed a positive attitude towards writing by writing poetry.</p> <p>**I can use expanded noun phrases with appropriate adjectives to express meaning.</p> <p>***I can read aloud what I have written with intonation to make the meaning clear.</p> <p>WGD: I can include adverbs to describe where, when and how.</p>	<p>Poetry</p> <p>Activity: Children to write an acrostic poem based on the characters from the text. Children to select their own Characters for their independent write. Charlie to be used for Mighty Writer.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit</p>

	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <p>learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • some features of written Standard English <p>S&L:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 		<p>work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		
Vocabulary:	<p>NC terminology: noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.</p> <p>Text specific: narrative, plot, characters, problem, resolution, setting, diary, first person, letter, formal, informal, apology, complaint, instruction, command, statement, description, appearance, personality.</p>		



Subject English – Year 2 Spring 1 MTP Covered once/ Covered twice / Revisited/ S&LY2

Spelling and handwriting practice to take place daily.

TEXT: The Twits

National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline
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<p>WA/GD</p> <p>Handwriting:</p> <p><i>Handwriting targets will be repeated during daily handwriting sessions</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p><i>Spelling targets will be repeated during daily phonics sessions</i></p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<p>1</p>	<p>Handwriting WA/GD:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • learning the possessive apostrophe (singular) [for example, the girl's book] <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p>	<p>*I can use capital letters and full stops correctly in most sentences.</p> <p>**I can use expanded noun phrases to describe and specify.</p> <p>***I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>WGD: I can use apostrophes for possession.</p>	<p>Character Descriptions</p> <p>Activity: Children to describe a range of characters within the story: Mr Twit, Mrs Twit, Muggle-Wump or the Roly-Poly Bird.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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<p>Composition: <i>Composition targets will be repeated during weekly planning and editing sessions</i> Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by:</p>	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • gain, maintain and monitor the interest of the listener(s) 		
	<p>2</p> <p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<p>*I can use expanded noun phrases to describe and specify, correctly punctuating them with commas. **I can use adverbs to describe where, when and how. ***I can use apostrophes for contraction. WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Writing Genre: Setting Description</p> <p>Activity: Children to describe The Twit’s house and garden from the outside. Children will then describe independently the inside of their house using their knowledge of the characters. Use all senses when creating descriptions and use editing skills to up-level vocabulary choices.</p> <p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] <p>S&L:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>gain, maintain and monitor the interest of the listener(s)</p>		
	<p>3</p> <p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p>	<p>*I can use question marks and exclamation marks correctly in some sentences.</p> <p>**I can use expanded noun phrases to describe and specify.</p> <p>***I can use some subordinating conjunctions (when, if, that, or because) and</p>	<p>Narrative</p> <p>Activity: Children to write their own narratives focusing on The Wormy Spaghetti, The Shrinks or The Stretching (alternative version of events and/or new setting, characters or problem).</p>

<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English 	<p>some co-ordinating conjunctions (or, and, or but). WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
4	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • distinguishing between homophones and near-homophones <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<p>*I can use question marks and exclamation marks correctly in some sentences.</p> <p>**I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>***I can use sentences with different forms: statement, question, exclamation, command.</p> <p>WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Letters</p> <p>Activity: Children to write a letter of complaint from the caged Monkeys to Mr Twit and a letter of apology from Mr Twit to Muggle-Wump.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

	<ul style="list-style-type: none"> • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, <p>learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions 		
5	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p>*I can use the past tense mostly correctly and consistently</p> <p>**I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>*** I can use commas for lists.</p>	<p>Newspaper Report</p> <p>Text: The Twits</p> <p>Activity: Children to report on the wild animals attacking The Twits.</p> <p>Newspaper report: A strange bird found in the local area (Roly-Poly Brid)</p>

	<ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning to spell common exception words • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p>	<p>WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 <p>S&L:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 		
6	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing poetry <p>consider what they are going to write before beginning by:</p>	<p>*I have developed a positive attitude towards writing by writing poetry.</p> <p>**I can use expanded noun phrases with appropriate adjectives to express meaning.</p> <p>***I can read aloud what I have written with intonation to make the meaning clear.</p> <p>WGD: I can include adverbs to describe where, when and how.</p>	<p>Poetry</p> <p>Text: The Twits</p> <p>Activity: Children to write an acrostic poem based on the characters from the Twits. Children to select their own Characters for their independent write. Mr Twit or Mrs Twit to be used for Mighty Writer.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of</p>

	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by: learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • some features of written Standard English <p>S&L:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 		<p>planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		
Vocabulary:	<p>NC terminology: noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.</p> <p>Text specific: narrative, plot, characters, problem, resolution, setting, diary, first person, letter, formal, informal, apology, complaint, instruction, command, statement, description, appearance, personality.</p>		



Subject English – Year 2 Autumn 2 MTP Covered once/ Covered twice / Revisited/ S&LY2

Spelling and handwriting practice to take place daily.		TEXT: Charlie and the Chocolate Factory	
National Curriculum	Week	NC - Coverage	Skills Taught
			Activity Outline

<p>WA/GD</p> <p>Handwriting:</p> <p><i>Handwriting targets will be repeated during daily handwriting sessions</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p><i>Spelling targets will be repeated during daily phonics sessions</i></p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<p>1</p>	<p>Handwriting WA/GD:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • learning the possessive apostrophe (singular) [for example, the girl's book] <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p>	<p>*I can use capital letters and full stops correctly in most sentences.</p> <p>**I can use expanded noun phrases to describe and specify.</p> <p>***I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>WGD: I can use apostrophes for possession.</p>	<p>Character Descriptions</p> <p>Activity: Children to describe a range of characters within the story.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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<p>Composition: Composition targets will be repeated during weekly planning and editing sessions</p> <p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • gain, maintain and monitor the interest of the listener(s) 		
<p>Writing Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to: develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>2</p> <p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<p>*I can use expanded noun phrases to describe and specify, correctly punctuating them with commas. **I can use adverbs to describe where, when and how. ***I can use apostrophes for contraction. WGD: I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p>	<p>Writing Genre: Setting Description</p> <p>Activity: Children to describe Charlie's house. Children will describe the outside of the factory and also imagine what inside could be.</p> <p>Use all senses when creating descriptions and use editing skills to up-level vocabulary choices.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from</p>

<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] <p>S&L:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>gain, maintain and monitor the interest of the listener(s)</p>		<p>teacher and peers; write an independent version using previously taught skills.</p>
	<p>3</p> <p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p>	<p>*I can use question marks and exclamation marks correctly in some sentences.</p> <p>**I can use expanded noun phrases to describe and specify.</p> <p>***I can use some subordinating conjunctions (when, if, that, or because) and</p>	<p>Narrative</p> <p>Activity: Children to write their own narratives focusing on Charlie finding the golden ticket. (alternative version of events and/or new setting, characters or problem).</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them</p>

<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English 	<p>some co-ordinating conjunctions (or, and, or but). WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.</p>	<p>in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<ul style="list-style-type: none"> • use and understand the grammatical terminology in discussing their writing. <p>S&L:</p> <ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
4	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • distinguishing between homophones and near-homophones <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<p>*I can use question marks and exclamation marks correctly in some sentences.</p> <p>**I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).</p> <p>***I can use sentences with different forms: statement, question, exclamation, command.</p> <p>WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Letters</p> <p>Activity: Children to write a formal letter to Willy Wonka to say Thank you for getting a Golden ticket. A letter to Charlie replying to his letter.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>

	<ul style="list-style-type: none"> • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, <p>learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>S&L:</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions 		
5	<p>Handwriting WA/GD:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p>*I can use the past tense mostly correctly and consistently</p> <p>**I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>*** I can use commas for lists.</p>	<p>Non-Chronological report</p> <p>Text: Charlie and the Chocolate</p> <p>Activity: Children to report on Willy Wonka's Factory.</p> <p>Children to report on how we make chocolate and where it comes from.</p>

	<ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning to spell common exception words • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p>	<p>WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Analysis of example (teacher written or author’s voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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	<p>develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists <p>learn how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 <p>S&L:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 		
6	<p>Handwriting WA/GD: Pupils should be taught to:</p> <ul style="list-style-type: none"> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined use spacing between words that reflects the size of the letters. <p>Spelling (see English Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing poetry <p>consider what they are going to write before beginning by:</p>	<p>*I have developed a positive attitude towards writing by writing poetry.</p> <p>**I can use expanded noun phrases with appropriate adjectives to express meaning.</p> <p>***I can read aloud what I have written with intonation to make the meaning clear.</p> <p>WGD: I can include adverbs to describe where, when and how.</p>	<p>Poetry</p> <p>Activity: Children to write an acrostic poem based on the characters from the text. Children to select their own Characters for their independent write. Charlie to be used for Mighty Writer.</p> <p>Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit</p>

	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing</p> <p>Vocabulary, Grammar and Punctuation:</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out by:</p> <p>learn how to use:</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • some features of written Standard English <p>S&L:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 		<p>work using editing pens with support from teacher and peers; write an independent version using previously taught skills.</p>
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		<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		
Vocabulary:	<p>NC terminology: noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.</p> <p>Text specific: narrative, plot, characters, problem, resolution, setting, diary, first person, letter, formal, informal, apology, complaint, instruction, command, statement, description, appearance, personality.</p>			