

English MTP- Writing



Year: 2 **Term: Autumn 1+2** **Focus text: Percy the Park Keeper**

National Curriculum objectives:

Writing composition

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes
- 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
- 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

Vocabulary, grammar and punctuation

- 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)
- sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because)
- coordination (using or, and, or but)

Spelling objectives:

- segmenting spoken words into phonemes and representing these by graphemes
- learning new ways of spelling phonemes for which one or more spellings are already known
- 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 words
- suffixes including –ment, –ness, –ful, –less, –ly

Prior Knowledge:

- Children will know all 40+ graphemes and be able to apply them to their spellings in their work.
- Children will know when to add-s or -es to plural nouns.
- Children will be able to add suffixes to words where the root word does not need to change.
- Children will know how to form lower-case and upper-case letters.
- Children will know to leave spaces between their words.
- Children will know to clarify their work they can say their sentences out loud before they write them.
- Children will be able to sequence sentences to form short narratives.
- Children will be able to re-read what they have written to check that it makes sense.
- Children will know that a sentence must start with a capital letter and end with a full stop.
- Children will know how to use 'and' to join simple sentences.
- Children will know that a noun is a person, place or thing.
- Children will know that a verb is the action word in a sentence.

Key vocabulary:

adjectives, expanded noun phrases, conjunctions and, but, or, so, because, hat, eyes, nose, mouth, hair, jacket, shirt, trousers, boots, jumper, badger, rabbit, duck, squirrel, owl, fox, broom, shovel, spade, animals, brown, green, blue, dirty, muddy, scruffy, old, checked, smile, happy, park shed, grass, animals, peaceful, nature, snout, spines, claws, paws, tail, long ears, whiskers, tall trees



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	Unit 1	Unit 1	Unit 2	Unit 3
Writing focus	• PVPG lessons – 4 weeks	• Character description of Percy the park keeper	• Narrative – retell of the story 'One Springy Day'.	• Non-chronological report about one of the park animals.
SPaG focus	• Common Nouns • Proper Nouns • Collective Nouns • Partitive Nouns • Verbs • Subject • Single Clause • Co-ordinating Conjunctions	• Nouns • Adjectives • Capital letters & full stops • Conjunctions • Expanded noun phrases.	• Conjunctions – and, (so, but) • Capital letters & full stops • Time connectives • Exclamation marks • Adjectives	• Question marks • Capital letters & full stops • Conjunctions – and, (so, but, because) • Nouns • Expanded noun phrases.
Spelling focus	**Suffix – ing** Copying crying, replying, patting, humming, dropping **'j' spelt as 'dge'** bridge, judge, fudge **Common exception words** hour, grass, pass, after, break **Common exception words** would, only, past, class	**Homophones/near homophones** there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight **Common exception words** Pretty, beautiful, find, climb, any, because, people, father, clothes, could.	**Suffix – ing (recap)** Eating, crying, sitting, kicking, jumping, playing, walking, dancing, sleeping, pushing. **Common exception words** Child, Christmas, bath, any, children	**Apostrophes for omission** can't, didn't, hasn't, couldn't, it's, I'll **Common exception words** climb, cold, behind, path, pretty, child, find, beautiful