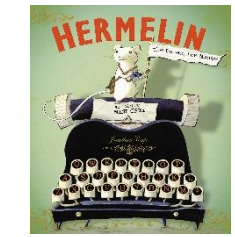


English MTP- Writing



Year: 2 Term: Spring 2 Focus text: Hermelin

National Curriculum objectives:

Writing composition

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- 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:

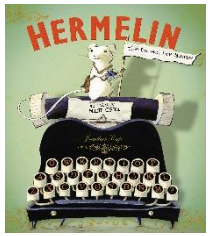
- segmenting spoken words into phonemes and representing these by graphemes
- learning new ways of spelling phonemes for which one or more spellings are already known
- learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell 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:

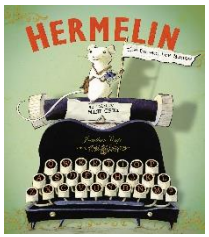
- Children will know all 40+ graphemes and be able to apply them to their spellings in their work.
- Children will know when to add-s or -es to plural nouns.
- Children will be able to add suffixes to words where the root word does not need to change.
- Children will know how to form lower-case and upper-case 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.
- Children will know that an expanded noun phrase describes a noun by adding adjectives.
- Children will know that a conjunction is a word used to join words or clauses.
- Children will know the features and format of a description, non-chronological report, retell.
- Children will know that words can be changed by adding suffices at the end e.g. 'er', 'ed' and 'ing'.

Key vocabulary:

mouse, whiskers paws, ears, tail, tiny, grey, helpful, Dear, discovered, noticed, lonely, disappointed, missing, clues, mystery, attic, neighbourhood, street, upstairs, typewriter, hidden, dusty, note, investigate, detective



English MTP- Writing



Year: 2 **Term: Spring 2** **Focus text: Hermelin**

	Unit 1	Unit 2	Unit 3
Writing focus	• Missing poster about one of the items missing in the story.	• Letter – write a letter from Hermelin to one of the people on the street.	• Narrative – write about one of the characters losing their item.
SPaG focus	• Capital letters and full stops. • Expanded noun phrases • Question sentences • Co-ordinating • Subordinating conjunctions	• Capital letters and full stops. • Adjectives • Expanded noun phrases • Rhetorical questions • Contractions	• Capital letters and full stops. • Story language • Expanded noun phrases • Time adverbials • Paragraphs
Spelling focus	**The /r/ sound spelt wr at the beginning of words** write, wrap, wrinkle, wriggle, wrong, wrote, wrist, wreck, wrestle, written. **Common exception words** Mr, Mrs, busy, people, clothes, across, almost, behind, break, door	**Soft 'c'** race, ice, nice, dice, mice, lice, rice, cycle, city, pencil, **Common exception words** door, prove, last, only, mind	**Adding es -** flies, tries, replies, copies, babies, carries, ladies, stories, puppies, cities. **Common exception words** Christmas, father, gold, children, cold