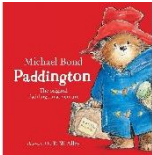

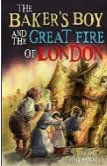
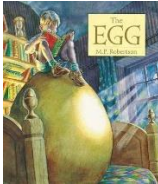
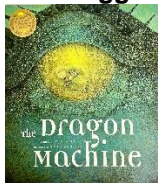
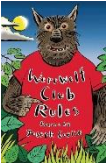
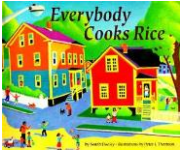

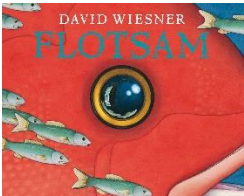


Writing			Year 2		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Paddington:</p>	 <p>Mary Seacole:</p>  <p>The Baker's Boy and the Great Fire of London:</p>	 <p>The Egg:</p>  <p>The Dragon Machine:</p>	 <p>Werewolf Club Rules:</p>  <p>Everybody Cooks Rice:</p>	 <p>The Way Back Home:</p>	 <p>Flotsam:</p>
<p>Recount LI: To understand how to use capital letters and full stops. LI: To use the past tense correctly. LI: To identify and use adjectives to write noun phrases. LI: To use prepositions to describe. LI: To extend ideas using co-ordinating conjunctions. LI: To write exclamatory sentences using exclamation marks. LI: To plan a recount. LI: To write a postcard to Aunt Lucy recounting a trip to Buckingham Palace. (2 lessons) LI: To publish a postcard.</p> <p>Instructions LI: To identify and use verbs.</p>	<p>Description LI: To correctly use capital letters and full stops. LI: To understand what an adjective is. LI: To use adjectives in noun phrases to describe. LI: To join sentences using but and so. LI: To plan a description of Mary Seacole. (4 lessons)</p> <p>Diary Entry LI: To make predictions about a story. LI: To use simple past tense verbs. LI: To ask questions in role. LI: To understand an exclamatory sentence. LI: To describe a scene using noun phrases. LI: To use emotive language to describe feelings.</p>	<p>Explanation LI: To understand organisational features of non-fiction. LI: To define technical vocabulary in a glossary. LI: To use time adverbials to sequence training. LI: To develop questions using modal verbs. LI: To create freeze frames of how to train a dragon. LI: To extend ideas using subordinating conjunctions (if, when, because, that). LI: To use captions to create an informative diagram. LI: To sequence events to plan an explanatory text. LI: To write an explanation text about training a dragon. (3 lessons) LI: To edit and improve writing.</p>	<p>Poetry LI: To sort poems and comment on them. LI: To perform A Little Bit of Food. LI: To identify and find rhyming words. LI: To use alliteration to describe food. LI: To develop description with similes. LI: To plan a poem. LI: To write a poem with a repeating pattern. (2 lessons) LI: To perform an original poem. LI: To publish a poem.</p> <p>Narrative LI: To use different sentence types to write about food. LI: write lists using commas to separate items.</p>	<p>Narrative LI: To identify and write in the third person. LI: To identify and use the past tense correctly. LI: To extend ideas with co-ordinating conjunctions. LI: To use apostrophes to show possession. LI: To write questions and exclamations in role. LI: To draw a setting and a character. LI: To use noun phrases to describe setting and character. LI: To extend ideas with subordinating conjunctions. LI: To select verbs for effect. LI: To plan a story about finding an aeroplane. LI: To write a narrative using description.</p>	<p>Newspaper recount LI: To identify the features of a newspaper article. LI: To identify past tense verbs and use them correctly. LI: To understand the past progressive form of verbs and use this to describe a picture. LI: To develop expanded noun phrases to describe findings. LI: To write exclamatory sentences. LI: To extend ideas with subordinating conjunctions. LI: To use the suffix ly to change adjectives into adverbs. LI: To write headlines for a range of images. LI: To plan a recount in the form of a newspaper. LI: To use a range of writing techniques to write</p>



<p>LI: To use verbs to write commands. LI: To separate a list with commas. LI: To add ly to adjectives to make adverbs. LI: To use drama to sequence instructions. LI: To plan a set of instructions. LI: To write instructions for how to look after Paddington. (2 lessons)</p> <p>Narrative LI: To ask questions in role. LI: To use apostrophes for contractions. LI: To describe using noun phrases. LI: To extend ideas using subordinate conjunctions. LI: To plan a story using pictures (link to trip). LI: To write a story using personal experience. (3 lessons)</p>	<p>LI: To sequence events for a diary entry. LI: To write a diary entry about the Great Fire of London. (3 lessons) LI: To edit and publish a diary entry.</p> <p>Narrative LI: To use drama to retell the story (story whoosh). LI: To create freeze frames to show character's feelings. LI: To write captions for freeze frames. LI: To correctly use capital letters and full stops. (sequencing story). LI: To sequence pictures for planning. LI: To retell the story of the Great Fire of London.</p>	<p>LI: To publish an explanation text.</p> <p>Non-chronological report LI: To understand, use and correctly spell words with the suffixes -ful and -less. LI: To use prepositions to create descriptive sentences. LI: To understand, use and correctly spell words with the prefix un. LI: To understand the difference between past and present tense verbs. LI: To write to inform using different sentence types (statement, command, question, exclamation). LI: To research and create class posters about dragons to be used as a plan. LI: To use a range of writing techniques to create a non-chronological report about dragons. (3 lessons) LI: To edit and improve writing.</p>	<p>LI: To extend ideas using co-ordinating conjunctions. LI: To understand how to use the past progressive tense. LI: To describe using expanded noun phrases. LI: To show contractions using apostrophes. LI: To plan a story about food. LI: To use a range of writing techniques to write a narrative. (4 lessons) LI: To edit and improve writing.</p>	<p>LI: To write a narrative using description. (4 lessons) LI: To edit and improve a narrative. LI: To publish a narrative.</p>	<p>a newspaper article about a mystery camera. (3 lessons) LI: To edit and improve writing.</p> <p>Description LI: To use comparative adjectives to describe. LI: To describe a scene using expanded noun phrases. LI: To show possession using an apostrophe. LI: To use co-ordinating conjunctions to add description. LI: To draw a scene and characters within it. LI: To plan a description by adding adjectives to a drawing. LI: To use a range of descriptive techniques to describe a photograph. (2 lessons) LI: To edit and improve writing.</p> <p>Story Ending LI: To sequence the journey of a camera in a story whoosh. LI: To explore different scenes the camera could travel through. LI: To use commas to separate adjectives in a list when writing noun phrases. LI: To choose verbs to build a picture in the reader's mind. LI: To plan a story ending of the camera's journey.</p>
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Individually Strong, Collectively Stronger!



English

					<p>LI: To use a range of writing techniques to write a story ending. (3 lessons) LI: To edit and improve writing.</p>
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