
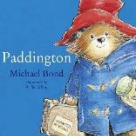
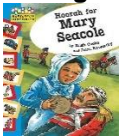
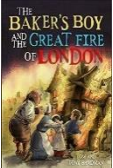
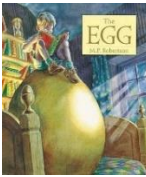
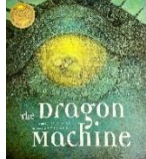
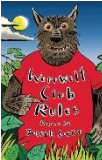
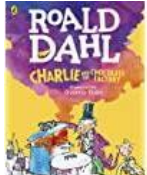




Writing			Year 2		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p><b>Paddington Minds the House:</b></p>  <p><b>Paddington:</b></p>  <p><b>Hoorah for Mary Seacole:</b></p>	 <p><b>The Baker's Boy and the Great Fire of London:</b></p>	 <p><b>The Egg:</b></p>  <p><b>The Dragon Machine:</b></p>	 <p><b>Werewolf Club Rules:</b></p>  <p><b>Charlie and the Chocolate Factory:</b></p>	 <p><b>Emma Jane's Aeroplane:</b></p>  <p><b>The Way Back Home:</b></p>	 <p><b>Fox and the Deep Sea Quest:</b></p>  <p><b>The Little Polar Bear:</b></p>
<p><b>Read, Write, Inc:</b> Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p><b>Narrative</b> LI: To engage with a text. LI: To use adjectives to describe a setting. LI: To use prepositions to describe. LI: To use verbs to describe action.</p>	<p><b>Read, Write, Inc:</b> Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p><b>Diary entry from the perspective of Will Farriner</b> LI: To engage with a text. LI: To understand the features of a diary entry. LI: To ask questions in role. LI: To ask questions in role.</p>	<p><b>Read, Write, Inc:</b> Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p><b>Instructions:</b> LI: To engage with a text. LI: To use different word classes to describe an event. LI: To write questions. LI: To use commands to give instructions.</p>	<p><b>Read, Write, Inc:</b> Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p><b>Poetry – A Little Bit of Food</b> LI: To identify the features of a poem. LI: To perform a poem using expression and rhythm.</p>	<p><b>Read, Write, Inc:</b> Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p><b>Narrative</b> LI: To engage with a text. LI: To use adjectives to describe a scene. LI: To use prepositions to begin sentences. LI: To use verbs to describe action.</p>	<p><b>Read, Write, Inc:</b> Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p><b>Diary/ Journal of Discovery</b> LI: To engage with a text. LI: To ask an answer questions in role. LI: To use verbs and prepositions to describe a journey.</p>

<p>LI: To describe feelings. LI: To extend ideas using co-ordinating conjunctions. LI: To plan a narrative. LI: To apply features of a narrative. (3 lessons)</p> <p><b>Instructions</b> LI: To engage with a text. LI: To identify and use verbs to write commands. LI: To add ly to adjectives to make adverbs. LI: To use time adverbials to begin commands. LI: To use drama to sequence instructions. LI: To apply features of instructions. (2 lessons)</p> <p><b>Biographical Story</b> LI: To sequence events in Mary Seacole's life. LI: To join sentences using and and but. LI: To join sentences using because and when. LI: To plan a biographical story of Mary Seacole. LI: To apply features of a narrative. (3 lessons)</p>	<p>LI: To use an exclamatory sentence. LI: To use noun phrases to describe a scene. LI: To use emotive language to describe feelings. LI: To add the suffix er to adjectives. LI: To use when and because to extend ideas. LI: To add the suffix est to adjectives. LI: To sequence events for a diary entry. LI: To apply features of a diary entry. (3 lessons) LI: To edit and improve writing.</p> <p><b>Persuasive letter</b> LI: To identify features of a persuasive letter and understand what they mean. LI: To ask questions in role. LI: To identify points in an argument. LI: To use because to develop explanations for an argument. LI: To exaggerate an event. LI: To use arguments to plan. LI: To apply features of persuasion. (2 lessons)</p> <p><b>Diary Entry</b> LI: To recall events about an experience using time adverbials. LI: To use adjectives to write noun phrases. LI: To describe feelings using emotive language. LI: To plan a diary entry.</p>	<p>LI: To write commands using time adverbials and adverbs. LI: To use conjunctions for subordination and coordination. LI: To apply features of instructions. (2 lessons)</p> <p><b>Narrative (retelling):</b> LI: To use adjectives to write noun phrases. LI: To create exclamatory sentences. LI: To sequence events in a storyboard. LI: To apply knowledge of different sentence types when writing a narrative. (3 lessons)</p> <p><b>Interview</b> LI: To engage with a text. LI: To use visuals to write questions. LI: To use prepositions and adjectives to answer questions. LI: To use verbs to answer questions. LI: To use conjunctions to answer questions.</p>	<p>LI: To identify rhyming families. LI: To create prepositional phrases. LI: To use alliteration in poetry. LI: To plan a poem about food. LI: To apply features of poetry. (2 lessons) LI: To read poetry aloud using intonation and expression.</p> <p><b>Setting description:</b> LI: To engage with a text. LI: To understand the purpose of a setting description. LI: To explore a setting using the five senses. LI: To use suffixes to create adjectives. LI: To describe a scene using noun phrases. LI: To use prepositions to describe. LI: To link ideas using conjunctions (because, but, and, so, when, if). LI: To plan a setting description. LI: To apply features of a setting description. (2 lessons) LI: To edit and improve writing.</p> <p>LI: To apply features of a setting description. (2 lessons)</p>	<p>LI: To describe a problem using sound words. LI: To use conjunctions to solve a problem. LI: To plan a narrative. LI: To apply features of a narrative. (3 lessons) LI: To edit and improve writing.</p> <p><b>Persuasive letter</b> LI: To engage with a text. LI: To ask questions in role. LI: To identify points for an argument. LI: To use conjunctions to develop explanations. LI: To exaggerate to persuade. LI: To use rhetorical questions to persuade. LI: To plan a persuasive letter using persuasive techniques. LI: To apply features of persuasion. (3 lessons) LI: To edit and improve writing.</p>	<p>LI: To write in role. LI: To plan a non-chronological report. LI: To use verbs and prepositions. LI: To use captions and images. LI: To use noun phrases. LI: To edit and publish a text. (2 lessons)</p> <p><b>Narrative</b> LI: To make predictions about a text. LI: To describe a setting. LI: To write to instruct. LI: To make predictions about a text. LI: To identify a character's emotions. LI: To ask and answer questions. LI: To compare two settings. LI: To write in role. LI: To plan for learnt features of narrative. LI: To apply features of narrative. (3 lessons)</p>
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# Individually Strong, Collectively Stronger!



	LI: To apply features of a diary entry. (2 lessons)				
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