



## Medium Term Planning- Writing (2016-2017) - Year 2

	<b>Autumn 1</b> (7wks)	<b>Autumn 2</b> (7wks)	<b>Spring 1</b> (7wks)	<b>Spring 2</b> (6wks)	<b>Summer 1</b> (5wks)	<b>Summer 2</b> (7wks)
<b>Purpose</b>	To entertain	To guide	To entertain To express	To inform	To entertain	To influence
<b>Form</b>	- Traditional (Fairy Tales) 3wks - Patterns/shape poetry 3wks	- Instructions 2wks - Leaflet (to guide) 3wks - Word play poetry (instructional poem re magic) 2wks	- Contemporary (Familiar settings) 3wks - Recount (diary) 3wks	- Non-chronological reports (animals) 3wks - Reporting Journalistic 3wks	- Fantasy (description) 3wks - Imagery poems (description - Magic Finger) 2wks	- Persuasive advert 3wks - Debate (speaking and listening) 1wk - Review of book/author 2wks
<b>Text</b>	- The Oxford Treasury of Fairy Tales	- Worst Witch	- Bill's New Frock	- Hodgeheg	- Magic Finger	- The Enchanted Wood
<b>Paragraph and sentences</b>	- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	- Expanded noun phrases to describe and specify	- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - Expanded noun phrases to describe and specify	- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - Expanded noun phrases to describe and specify	- Sentences with different forms: statement, question, exclamation, command
<b>Vocabulary and punctuation</b>	- The present and past tenses correctly and consistently including the progressive form - Learning how to use full stops, capital letters, exclamation marks, and question marks	- The present and past tenses correctly and consistently including the progressive form - Learning how to use full stops, capital letters, exclamation marks, and question marks	- Learning how to use commas for lists and apostrophes... - Learning the possessive apostrophe (singular)	- The present and past tenses correctly and consistently including the progressive form - Learning how to use exclamation marks, question marks and commas for lists	- The present and past tenses correctly and consistently including the progressive form - Learning how to use full stops, capital letters, exclamation marks, commas for lists and apostrophes... - Learning the possessive apostrophe	- Learning how to use full stops, capital letters, exclamation marks and question marks

					(singular)	
<b>Contexts</b>	- Humans/animals (S) - Florence Nightingale (H)	- Use of everyday materials (S) - Cadbury Family (H)	- Animals (S) - Tudors (H)	- plants (S) - Map and field work (G)	- Living things and their habitats (S) - Contrasting localities (G)	- Living things and their habitats (S) - Contrasting localities (G)

## Spellings:

The following spelling strategies need to be taught across the year during your word and sentence work activities. Children need to be taught the 'rules' for these spellings, which should be identified on planning.

## Statutory:

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt -el at the end of words	The <b>-el</b> spelling is much less common than <b>-le</b> . The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than	camel, tunnel, squirrel, travel, towel, tinsel

	not after <b>s</b> .	
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>-ed</b> , <b>-er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The <b>-e</b> at the end of the root word is dropped before <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> , <b>-y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys</i> , <i>monkeys</i> , etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The sound spelt or after w /ɜ:/	There are not many of these words.	word, work, worm, world, worth
The sound spelt ar after w /ɔ:/	There are not many of these words.	war, warm, towards
The /ɜ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> - <i>cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's

Words ending in -tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between 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	Some words are exceptions in some accents but not in others - e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - and/or others according to programme used. <b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.