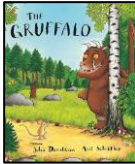
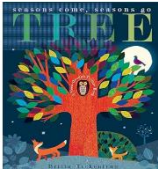


WRITING MEDIUM TERM PLANNING - YEAR 2

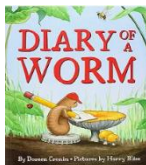
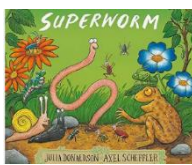
ADVENT 2025-26

CONTEXT FOCUS: Narrative – Descriptive Setting <i>Write narratives about personal experiences and those of others (real and fictional).</i>		PURPOSE: To describe the sights and sounds of a wood.	FINAL WRITTEN OUTCOME: To write a series of correctly punctuated sentences describing a woodland setting. • Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include an adjective. • Sentences to include co-ordination (and).
KEY TEXTS / IMAGES	  The Gruffalo/ Tree: videos of British woods and animals		
COMPOSITION SKILLS			
GRAMMAR	<i>Use coordination (and) (noun, noun phrase, adjective, subject, verb)</i> <i>The majestic trees stood tall and proud and prickly leaves littered the floor.</i>		
PUNCTUATION	<i>Use familiar and new punctuation correctly including – full stops, capital letters.</i> <i>The majestic tree stood tall. The ground was painted with red poppies, orange berries and yellow gorse.</i>		
VOCABULARY	<i>Expanded noun phrases to describe and specify.</i> <i>Ancient, majestic, colossal, towering, magnificent, gloomy, misty, eerie, dense, impenetrable, thorny, rotting, decaying</i>		
PLANNING	<i>Plan or say out loud what they are going to write about.</i>		

DRAFTING	<i>Encapsulate what they want to say, sentence by sentence.</i> <i>The majestic trees stood tall and proud.</i>
EDITING	<i>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.</i> <i>Focus on sentence making sense and containing all correct punctuation. Have they included adjectives to add more detail? Can they combine two shorter sentences using 'and'</i>
SHARING	<i>Read aloud what they have written with appropriate intonation to make the meaning clear.</i>

WRITING MEDIUM TERM PLANNING - YEAR 2

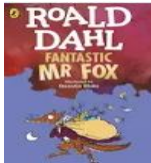
ADVENT 2025-26

CONTEXT FOCUS: Information – Fact Files	PURPOSE: To inform the reader of facts about an earthworm.	FINAL WRITTEN OUTCOME: To write a correctly punctuated statement about an earthworm. • Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include an adjective. • Sentences to include co-ordination (and). • Sentences to include commas for lists.
KEY TEXTS / IMAGES	  Diary of a worm/ Superworm/ Worm fact files/ videos	
COMPOSITION SKILLS		
GRAMMAR	<i>Use coordination (and, but) (noun, noun phrase, adjective, subject, verb)</i> <i>Earthworms are invertebrates and have no eyes, ears or teeth. They live in all continents but not in Antarctica.</i>	
PUNCTUATION	<i>Use familiar and new punctuation correctly including – full stops, capital letters and commas.</i> <i>Earthworms are invertebrates and have no eyes, ears or teeth.</i>	
VOCABULARY	<i>Expanded noun phrases to describe and specify.</i> <i>Earthworm, invertebrate, burrow, soil, bristles, protect, predator, breathe, bristles, segments, castings, nutrients.</i>	

PLANNING	<i>Plan or say out loud what they are going to write about.</i>
DRAFTING	<i>Encapsulate what they want to say, sentence by sentence.</i> <i>Earthworms burrow deeper in the soil to escape their predators.</i>
EDITING	<i>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.</i> <i>Focus on sentence making sense and containing all correct punctuation. Have they included adjectives to add more detail? Can they combine two shorter sentences using 'and'</i>
SHARING	<i>Read aloud what they have written with appropriate intonation to make the meaning clear.</i>

WRITING MEDIUM TERM PLANNING - YEAR 2

ADVENT 2025-26

CONTEXT FOCUS: Narrative – Character description		PURPOSE: To describe what a character looks like and what their personality is like.	FINAL WRITTEN OUTCOME: To write simple punctuated sentences describing a character from a well-known story. • Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include an adjective. • Sentences to include co-ordination (and). • Sentences to include commas for lists.
KEY TEXTS / IMAGES	 Fantastic Mr Fox/ online images of Mr Fox		
COMPOSITION SKILLS			
GRAMMAR	<i>Use coordination (and, but)</i> <i>(noun, noun phrase, adjective, subject, verb)</i> <i>Mr Fox has beady black eyes and a long thin nose. He is a cunning thief.</i>		
PUNCTUATION	<i>Use familiar and new punctuation correctly including – full stops, capital letters and commas.</i> <i>Sly Mr Fox has helped himself to chickens, geese, turkeys and bottles of cider.</i>		
VOCABULARY	<i>Expanded noun phrases to describe and specify.</i> <i>Sly, cunning, sneaky, beady, long, athletic, nimble, crafty, suspicious,</i>		
PLANNING	<i>Plan or say out loud what they are going to write about.</i>		
DRAFTING	<i>Encapsulate what they want to say, sentence by sentence.</i>		

	<i>Sneaky Mr Fox left his paw prints all over the barn. He is wanted for his cunning thievery.</i>
EDITING	<i>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.</i> <i>Focus on sentence making sense and containing all correct punctuation. Have they included adjectives to add more detail? Can they combine two shorter sentences using 'and'</i>
SHARING	<i>Read aloud what they have written with appropriate intonation to make the meaning clear.</i>