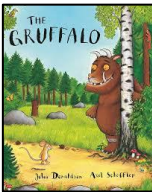


WRITING MEDIUM TERM PLANNING – YEAR 2

ADVENT 2026-27

CONTEXT FOCUS: Narrative – Descriptive Setting <i>Write narratives about personal experiences and those of others (real and fictional).</i>		PURPOSE: To describe a woodland setting uses our senses (see/hear and feel).	FINAL WRITTEN OUTCOME: To write a simple punctuated sentence describing a woodland setting. • Sentence to include a subject and verb. • Sentence to begin with a capital letter. • Sentence to end with a full stop. • Sentence to include an expanded noun phrase.
KEY TEXTS / IMAGES	The Gruffalo; images of a British wood; images and film of British woodland animals; film showing sights and sounds of a British wood. Going to SMP forest school. 		
COMPOSITION SKILLS			
GRAMMAR	• <i>Use sentences with different forms – statement.</i> • <i>Use expanded noun phrases.</i> <i>e.g. I can see a towering, green tree. I can hear the crunchy, golden leaves.</i>		
PUNCTUATION	• <i>Punctuate sentences using a capital letter and a full stop.</i> <i>e.g. I can see a tall tree.</i>		

VOCABULARY	Colossal, towering, golden, bronze, coarse, jagged, spongy, smooth, crimson, scarlett
PLANNING	• Say out loud what they are going to write about. • Compose a sentence orally before writing it.
DRAFTING	• Sequence sentences to form short narratives (using 5 senses to support structure) <i>e.g. In the woodland I can see the towering, colossal trees. I can hear the small golden leaves rustling in the wind.</i>
EDITING	• Discuss what they have written with the teacher or other pupils. <i>e.g. Focus on sentence making sense – subject and verb; capital letter at the beginning of each sentence; full stop at the end of each sentence. I can see the towering colossal trees.</i>
SHARING	• Read their writing aloud, clearly enough to be heard by their peers and the teacher.

WEEKLY OVERVIEW

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 WC 7/9/26	Branch of Writing Clusters: Knowledge Learning Intention: To know visiting a woodland will help me write about the setting. Visit the Forest School area to experience a woodland. Text – The Gruffalo	Branch of Writing Clusters: Rainbow Grammar Learning Intention: To know that expanded noun phrases are made up of adjectives and a noun.	Branch of Writing Clusters: Rainbow Grammar Learning Intention: To know that expanded noun phrases are made up of adjectives and a noun.	Branch of Writing Clusters: Word Learning Intention: To know that high level vocabulary improves the quality of our writing.	MASS

	Handwriting Focus: Settling in, pencil grip focus, fine motor practice.	Handwriting Focus: Settling in, pencil grip focus, fine motor practice.	Handwriting Focus: Settling in, pencil grip focus, fine motor practice.	Handwriting Focus: Settling in, pencil grip focus, fine motor practice.	
WEEK 2 WC 14.9.26	Branch of Writing Clusters: Sentence Learning Intention: To know that a sentence must make sense and include correct punctuation. Handwriting Focus: Unit 1 joining to the top ai	Branch of Writing Clusters: Draft Learning Intention: To know that a draft is our first attempt. (See and hear cluster) Handwriting Focus: Unit 1 joining to the top ai	Branch of Writing Clusters: Draft Learning Intention: To know that a draft is our first attempt. (See and hear cluster) Handwriting Focus: Unit 1 joining to the top ai	Branch of Writing Clusters: Magpie / Edit / Review Learning Intention: To know that a draft needs to be reviewed and mistakes edited. Handwriting Focus: Unit 1 joining to the top ai	Branch of Writing Clusters: Draft Learning Intention: To know that after editing, we need to redraft our writing without the mistakes. Handwriting Focus: Unit 1 joining to the top ai
WEEK 3 WC 21.9.26	Branch of Writing Clusters: Draft Learning Intention: To know that after editing, we need to redraft our writing without the mistakes. Handwriting Focus: Unit 2 join from the letter e: ee	Branch of Writing Clusters: Knowledge Learning Intention: Recap 'feel' and 'smell' elements of woodland walk with objects in class No Book work (oral lesson) Handwriting Focus: Unit 2 join from the letter e: ee	Branch of Writing Clusters: Rainbow Grammar Learning Intention: To know that expanded noun phrases are made up of adjectives and a noun. Handwriting Focus: Unit 2 join from the letter e: ee	Branch of Writing Clusters: Rainbow Grammar Learning Intention: To know that expanded noun phrases are made up of adjectives and a noun. Handwriting Focus: Unit 2 join from the letter e: ee	Branch of Writing Clusters: Sentence Learning Intention: To know that a sentence must make sense and include correct punctuation. (substitution table) Handwriting Focus: Unit 2 join from the letter e: ee

WEEK 4 WC 28.9.26	Branch of Writing Clusters: Draft	Branch of Writing Clusters: Draft	Branch of Writing Clusters: Magpie / Edit / Review	Branch of Writing Clusters: Draft	Branch of Writing Clusters: Present
	Learning Intention: To know that a draft is our first attempt. (See and hear cluster)	Learning Intention: To know that a draft is our first attempt. (See and hear cluster)	Learning Intention: To know that a draft needs to be reviewed and mistakes edited.	Learning Intention: To know that after editing, we need to redraft our writing without the mistakes.	Learning Intention: To know that reading our work aloud helps us to develop oracy.
	Handwriting Focus: Unit 2 join from the letter i: ie	Handwriting Focus: Unit 2 join from the letter i: ie	Handwriting Focus: Unit 2 join from the letter i: ie	Handwriting Focus: Unit 2 join from the letter i: ie	Handwriting Focus: Unit 2 join from the letter i: ie

WRITING MEDIUM TERM PLANNING - YEAR 2

ADVENT 1/2 2026-27

CONTEXT FOCUS: Information – Fact Files <i>Write about real events.</i> Weeks 4-7		PURPOSE: To inform the reader of facts about	FINAL WRITTEN OUTCOME: To write a correctly punctuated factual statement about a nocturnal woodland animal. • Sentence to include a subject and verb. • Sentence to begin with a capital letter. • Sentence to end with a full stop. • Sentence to include an adjective. • Sentence to include ‘and’.
KEY TEXTS / IMAGES			
COMPOSITION SKILLS			
GRAMMAR	• Use sentences with different forms – statement. <i>letter, capital letter, word, sentence, full stop.</i> <i>e.g. A fox has big ears. The fox has sharp teeth. It eats fruit and meat.</i>		
PUNCTUATION	• Begin to punctuate sentences using a capital letter and a full stop. <i>e.g. A fox has good hearing.</i>		
VOCABULARY	• Join words and clauses using “and”. <i>e.g. A fox eats fruit and meat.</i>		

	<i>nocturnal, animal, trees, leaves, den, insects, meat, fruit, den, cubs, nest, hoglet, chick, twigs, eyes, ears, teeth, hunt, prey, predator.</i>
PLANNING	• <i>Say out loud what they are going to write about.</i> • <i>Compose a sentence orally before writing it.</i>
DRAFTING	• <i>Sequence sentences to form short narratives.</i> <i>e.g. A fox has big ears. They can hear lots of things. They hunt at night.</i>
EDITING	• <i>Discuss what they have written with the teacher or other pupils.</i> <i>e.g. Focus on sentence making sense – subject and verb; capital letter at the beginning of each sentence; full stop at the end of each sentence.</i> <i>A fox has large eyes and pointed ears.</i>
SHARING	• <i>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</i>

Week 5 WC 5.10.26					
Week 6 WC 12.10.26					
Week 7 WC 19.10.26					

WRITING MEDIUM TERM PLANNING – YEAR 2

ADVENT 2 2025-26

CONTEXT FOCUS: Narrative – Character description <i>Write narratives about personal experiences and those of others (real and fictional).</i> Weeks 8-11		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 traditional fairy tale. • Sentence to include a subject and verb. • Sentence to begin with a capital letter. • Sentence to end with a full stop. • Sentence to include an adjective. • Sentence to include ‘and’.
KEY TEXTS / IMAGES			
COMPOSITION SKILLS			
GRAMMAR	• <i>Use sentences with different forms – statement.</i> <i>letter, capital letter, word, sentence, full stop.</i> <i>e.g. The giant has large hands. The giant shouts and roars.</i>		
PUNCTUATION	• <i>Begin to punctuate sentences using a capital letter and a full stop.</i> • <i>Use a capital letter for names of people.</i> <i>e.g. Jack likes to climb. Jack is quick at running. He is good at hiding.</i>		
VOCABULARY	• <i>Join words and clauses using “and”.</i>		

	<i>e.g. The old man and old woman pulled and pulled.</i>
PLANNING	• Say out loud what they are going to write about. • Compose a sentence orally before writing it.
DRAFTING	• Sequence sentences to form short narratives. <i>e.g. Hansel and Gretel crept through the dark wood. The owls hooted. A fox screamed. They were scared.</i>
EDITING	• Discuss what they have written with the teacher or other pupils. Focus on sentence making sense – subject and verb; capital letter at the beginning of each sentence; full stop at the end of each sentence. <i>e.g. The old witch locked them in the small cottage and walked away. She laughed. Hansel and Gretel were scared.</i>
SHARING	• Read their writing aloud, clearly enough to be heard by their peers and the teacher.

WEEKLY OVERVIEW

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 wc.	Branch of Writing Clusters: Knowledge Text – Learning Intention: . Handwriting Focus: •sit correctly at a table, holding a pencil comfortably and correctly	Branch of Writing Clusters: Knowledge Learning Intention: Handwriting Focus: sit correctly at a table, holding a pencil.	Branch of Writing Clusters: Word Learning Intention: Handwriting Focus: begin to form lower-case letters in the correct direction, starting and finishing in the right place	Branch of Writing Clusters: Sentence- Learning Intention: Handwriting Focus: begin to form lower-case letters in the correct direction, starting and finishing in the right place	Branch of Writing Clusters: Sentence- Learning Intention:. Handwriting Focus: begin to form lower-case letters in the correct direction, starting and finishing in the right place
WEEK 2 wc.	Branch of Writing Clusters: Text – Learning Intention: Handwriting Focus: Unit 7 Letter families Set 4 v	Branch of Writing Clusters: Word Learning Intention: Handwriting Focus: Unit 7 Letter families Set 4 w	Branch of Writing Clusters: Sentences- Learning Intention: Handwriting Focus: Unit 7 Letter families Set 4 x	Branch of Writing Clusters: Sentences- Learning Intention: Handwriting Focus: Unit 7 Letter families Set 4 z	Branch of Writing Clusters: Completing sentences and dictated sentences. Learning Intention:. Handwriting Focus: revisit- v,w,x,z
WEEK 3 wc.	Branch of Writing Clusters: Text – Learning Intention: Handwriting Focus: Unit 8 Letter families	Branch of Writing Clusters: Word Learning Intention: Handwriting Focus: v,w,x,z	Branch of Writing Clusters: Sentences Learning Intention: Handwriting Focus: Unit 8 Letter families	Branch of Writing Clusters: Sentences Learning Intention: Handwriting Focus: Unit 8 Letter families	Branch of Writing Clusters: Completing sentences and dictated sentences. Learning Intention: Handwriting Focus:

	v,w,x,z		Writing words containing v,w,x,z	Writing words containing v,w,x,z	(revisit any letters needed) Unit 8 Letter families Writing words containing v,w,x,z
WEEK 4 wc.	Branch of Writing Clusters: Stimulus – Learning Intention: Handwriting Focus: unit 9 Capital letters E	Branch of Writing Clusters: Word – Learning Intention: Handwriting Focus: unit 9 Capital letters F	Branch of Writing Clusters: Sentences Learning Intention: Handwriting Focus: 9 Capital letters H	Branch of Writing Clusters: Sentences Learning Intention:. Handwriting Focus: 9 Capital letters I	Branch of Writing Clusters: Completing sentences and dictated sentences. Learning Intention: Handwriting Focus: T,L
WEEK 5 wc.	Branch of Writing Clusters: Model Learning Intention: Handwriting Focus: Unit 10 Capital letters A K	Branch of Writing Clusters: Plan Learning Intention: Handwriting Focus: Unit 10 Capital letters M,N	Branch of Writing Clusters: Plan/ Final piece Learning Intention: Handwriting Focus: Unit 10 Capital letters V,W	Branch of Writing Clusters: Final piece Learning Intention: Handwriting Focus: : Unit 10 Capital letters X,Y,Z	Branch of Writing Clusters: Final piece Learning Intention: Handwriting Focus:
Week 6	Branch of Writing Clusters: Model	Branch of Writing Clusters: Plan	Branch of Writing Clusters: Plan/ Final piece	Branch of Writing Clusters: Final piece	Branch of Writing Clusters: Final piece

	Learning Intention:. Handwriting Focus: Unit 11 Capital letters B,D	Learning Intention: Handwriting Focus: Unit 11 Capital letters C,G	Learning Intention: Handwriting Focus: Unit 11 Capital letters O,Q	Learning Intention: Handwriting Focus: Unit 11 Capital letters S,P	Learning Intention:. Handwriting Focus: Unit 11 Capital letters R,U
Week 7	Branch of Writing Clusters: Model Learning Intention: . Handwriting Focus: Consolidation/revisit	Branch of Writing Clusters: Plan Learning Intention: Handwriting Focus: Consolidation/revisit	Branch of Writing Clusters: Plan/ Final piece Learning Intention:. Handwriting Focus: Consolidation/revisit	Branch of Writing Clusters: Final piece Learning Intention: Handwriting Focus: Consolidation/revisit	Branch of Writing Clusters: Final piece Learning Intention: Handwriting Focus: Consolidation/revisit

