



Writing to Entertain

Story (including retellings)
Descriptions
Poetry
Characterisation

Planning Tools

Story map
Story mountain

Text Structures

Plan openings around
characters, setting, time of day
and type of weather

Consolidate 5-part story
model with more detail and
richer vocabulary

Openings – In a land far away
One cold morning . .
Build up – Later that day . .
Problem / Dilemma – To his
amazement . . / Surprisingly
Resolution – As soon as . .
Ending – Luckily, . .
Fortunately . .

The ending should be a section
and not just a final sentence.



Barnwood C of E Primary

English Writing Curriculum Plan

Year 2

Formulaic Approach to Planning the Writing Journey

Deconstruct It! – use of WAGOLLS to establish text and language features. These can form Steps to Success (StS)

Collect It! – explore and collect rich and varied language from reading for use in own writing

Plan It! – after full immersion in language, knowledge of topic and structures of text type, plan what they want to write (this can be done as a whole class/group joint composition or a story/fact map)

Rehearse It! – giving children experience of short burst writing opportunities that feed directly in to the text type. This can be practising and crafting a newly taught skill – effect and compositional and/or grammar and punctuation. Use 'Warm-Up the Word' and 'sick sentences'.

Construct! – readiness to write final piece. This should offer opportunity to write for extended and sustained lengths. It can be chunked across several days but end up as a final and complete composition. This will include precision teaching (inc. spelling / grammar and punctuation), modelling and crafting and relating back to purpose and function of text.

Edit It! – encourage children to take ownership of their own writing. Editing should first be taught and then children can self-edit or peer edit. Reference must be paid to the success criteria collected at the Deconstruct It stage.

Celebrate It! (optional) – choose key pieces that should be written up to **published** standard. This allows you to create a relevant print rich environment where children's work is displayed. It also gives opportunity for children to practise their handwriting with an emphasis on audience and purpose.

KS1 – heavily weighted towards imitating modelled texts, fiction and non-fiction
LKS2 – heavily weighted towards innovating authorial styles and texts, fiction and non-fiction
UKS2 – weighted towards inventing own compositions based on an understanding of the audience and purpose and authorial style of fiction and non-fiction texts.



Writing to Inform

Recount
Letter
Instructions
Non-chronological Report

Planning Tools

Fact or Text map
Washing line
Boxing - up

Text Structures

Headings – titles & subheadings
Hooks – opening sentence /
question to hook reader
Introduction opening factual
statement or definition

Middle section(s) – group related
information, based on reading
and research, in to sections with
sub-headings. Introduce simple
paragraphing
Use of lists using **bullet points**
and numbers for chronology &
order
Labelled diagrams

Ending – make final comment to
reader – Extra tips! Did you
Know?

Sentence Construction

Types of sentences:

Statements , Questions , Exclamations & Commands

Simple Conjunctions:

(consolidate Year 1 list – and, or, but, so, because)

Subordinating conjunctions such as while, when, where, because, then, so that, if, until

Openings

Vary openings to sentences e.g. While . . . When . . .

Where . . .

'Iy' openers i.e. Usually, eventually, Finally, Carefully, slowly . . .

Sentences

- **Consolidate Simple sentences** i.e. I went to the park.
- **Further encourage embellished simple sentences that include adjectives** i.e. The boy peered inside the **dark, gloomy** cave.
And adverbs i.e. Tom ran **quickly** down the path.
- **Further secure use of compound sentences** i.e. Mum grabbed her umbrella **because** she knew it was going to rain.
- **Complex sentences using relative clauses – beginning of embedded / dropped clauses ('who' and 'which')** e.g. Sam **who** was lost began to cry. The fire which started in Pudding Lane spread quickly.
- **Additional subordinating conjunctions the start to introduce the concept of embedded clauses** e.g. **While** Peter ate his breakfast, the doorbell rang. During the winter **when** the weather is cold the leaves fall off the trees.
- **Long sentences for description and short for emphasis** – introduce sentence variety to add flow
- **Expanded noun phrases** e.g. lots of people, plenty of food.
- **List of 3 for description** e.g. He wore a red cape, big black boots and a big hat. African elephants have long trunks, curved tusks and large ears.

Word / Language Structure

Prepositions:

(consolidate Year 1 list – inside, outside, towards, across, under) behind, above, along, before, between, after

Alliteration:

e.g. wicked witch and slimy slug

Similes using 'Like':

e.g. hot like the sun

standing guard like soldiers

Two adjectives (separated by a comma) to describe a noun

The **scary, old** woman.

Squirrels have **long, bushy** tails.

Adverbs for description

Snow fell **gently** and covered the landscape.

Lions creep up **quietly** on their prey.

Adverbs for information

Lift the pot **carefully** on to the tray.

The river **quickly** flooded the town.

Formation of adjectives using suffixes

-ness -er **Formation of adjectives using suffixes** -less -ful

Use of suffixes –er and –est for comparison e.g. happy → happier and happiest and associated spelling rules.

Consolidation of singular and plural spelling rules

Consistent use of verb tense in writing; understanding past, present and future.

Punctuation

(Consolidate Year 1)

Capital letters including capitals for names

Capital letter for the pronoun I

Full stops

Question marks

Exclamation marks

Bullet points

Numbered points

Introduce:

Commas after –ly openers e.g. Suddenly,

Commas to separate lists

Speech marks for direct speech

Apostrophes to mark contracted forms of spelling

e.g. do not → don't

Apostrophe to mark singular possession e.g. the cat's whiskers.

Terminology

Consolidate

Finger spaces , Letter/ s, Word / s, Sentence / s

Full stops, Capital letters, Question mark,

Exclamation mark, Speech bubble, Bullet points

Numbered points, Singular, Plural

Introduce

Commas

Alliteration

Similies

Apostrophe

Speech marks

Verb

Adverb

Adjective

Command / imperative verb

Tenses – past, present and future