

St Faith's Church of England Infant and Nursery School: YEAR 2 Plan

Our vision: Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all. "Aspire not to have more, but to be more." (Oscar Romero)

TALK FOR WRITING UNIT LAYOUT – Year 2

	Key Text	Text Type	Purpose	Other Writing Opportunities	Suggested Texts	Grammar focus
Term 1	Supertato	Narrative (An exciting adventure story)	Writing to entertain.	Character description Postcard/notes Writing a list	Superworm Traction Man	<u>T4W Focus</u> Embellish simple sentences using adjectives and adverbs Choosing effective verbs Third person Alliteration to create flow and rhythm Punctuation for effect (, ? !) <u>Linked with SPaG Curriculum</u> Adverbials: use of 'ly' to turn adjectives into adverbs Commas in a list Past and present tense
		Non-chronological report	Writing to inform.	Fact file		
Term 2	Meerkat Mail	Narrative (journey story)	Writing to entertain.	Writing a postcard Letter List poem Setting description Wanted – New Home poster	The Journey The Snail and the Whale The Tunnel The Incredible Journey	<u>T4W Focus</u> Complex sentences (who, which) Co-ordinating conjunctions Repetition for effect Effective verbs <u>Linked with SPaG Curriculum</u> Sentence types (statement, question,

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		Non-chronological report	Writing to inform.	Leaflet – "Looking after your Meerkat"		<p>exclamation, command)</p> <p>Time adverbials</p> <p>Simple present tense</p> <p>Third person</p> <p>Suffixes (-ness, -er, -ful, -less)</p> <p>Expanded noun phrases</p>
Term 3	Bob's Best Ever Friend	Narrative (meeting tale)	Writing to entertain.	<p>Diary entry</p> <p>Character description</p> <p>Setting description</p> <p>Senses poem</p> <p>Produce an advert for someone to be the Man on the Moon</p> <p>Wanted: Best Ever Friend</p> <p>List poem</p>	<p>Stickman</p> <p>The Gruffalo</p> <p>Smartest Giant in Town</p> <p>I Love You, Blue Kangaroo</p>	<p><u>T4W Focus</u></p> <p>Using a variety of sentence openers</p> <p>Rule of three</p> <p>Adding interest for the reader by embellishing sentences using:</p> <ul style="list-style-type: none"> - one and two adjectives to describe a noun - intensifiers to emphasise (very, too) - expanded noun phrases - alliteration - repetition for effect <p>Time conjunctions</p> <p><u>Linked with SPaG Curriculum</u></p> <p>Contractions</p> <p>Past and present tense</p> <p>Progressive form of verbs (she is</p>

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						drumming, he was shouting) Expanded noun phrases
Term 4	The Owl Who Was Afraid of the Dark	Narrative (tale of fear)	Writing to entertain.	Setting description Letter to Plop Setting spine poem	Scaredy Squirrel Daredevil Duck The Fun Book of Scary Stuff The Gorilla who Wanted to Grow Up	<u>T4W Focus</u> Time adverbials to structure text Embellishing sentences using adjectives, including 2 adjectives to describe a noun Embellishing sentences using alliteration <u>Linked with SPaG Curriculum</u> Possessive apostrophe (singular nouns) Correct choice and consistent use of tense Review and embed demarcation of sentences
Term 5	How to Catch a Dragon George and the Dragon	Instructions Narrative (adventure story)	Writing to inform. Writing to entertain.	Wanted/missing poster Character description Fictional instructions Newspaper report	Zog The Egg The Battle of Bubble and Squeak	<u>T4W Focus</u> Extending sentences using 'where' and 'with' Using comparison to describe (e.g. higher than, stronger than) Time conjunctions – first, next, after that, finally, now

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						<p>Bullet points to create a list</p> <p>Using precise adjectives and adverbs</p> <p>Imperative verbs</p> <p><u>Linked with SPaG Curriculum</u></p> <p>Commas to separate items in a list</p> <p>Present tense</p> <p>Questions to hook the reader (sentence types)</p> <p>Using powerful, effective verbs to match a character</p> <p>Use of Year 2 terminology (noun, noun phrase, suffix, adverb, verb etc)</p>
Term 6	Why Dragons are Afraid of Mice	Poetry – Tell Me a Dragon	Writing to entertain.	Fact cards/Fact-file	George and the Dragon	<u>T4W Focus</u>
		Explanation Text	Writing to inform.	Spine poem Acrostic poem	George, the Dragon and the Princess Tell Me a Dragon Zog	<p>Time conjunctions to guide the reader</p> <p>Vocabulary that shows how or why (e.g. because, so, this means that) i.e. causal conjunctions</p> <p>Using generalisers (e.g. most, many)</p>

