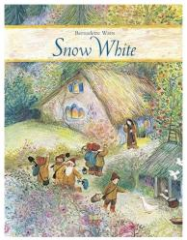
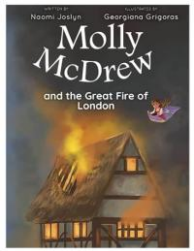
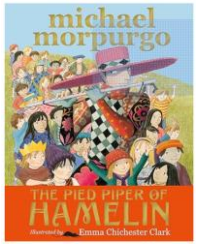
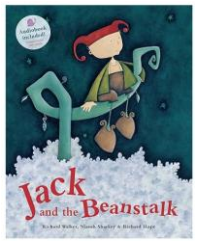
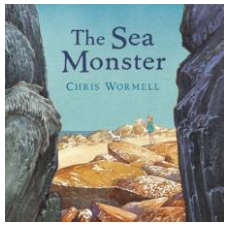
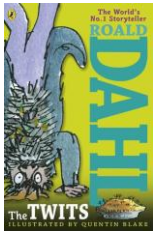
PDET Year Two Writing Medium Term Plan

Yr2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text 1	Character Description	Character and Setting	Retell the beginning of story, establish character and setting.	Retell middle part of a story	Simple Retell Beginning, Middle and End	Simple Retell Beginning, Middle and End
						
	Skills • To use conjunction and • To use adjectives- expanded noun phrases- size, colour, character • Use statements and sustain them cohesively.	Skills • To combine two adjectives before some nouns – texture, size, colour • ly adverb- within the main clause • Use because in cohesive sentences	Skills • Use verbs correctly- past tense plural- The rats were climbing on ……. • Vary and, but , because conjunctions. • Comma in a list	Skills • Exclamatory sentence. What, How • Apostrophe to show possession • Expanded nun phrase- texture and vary 2nd adjective before noun. (comma)	Skills • Vary the position of because, when, if • To sustain cohesion • Ensure verbs and adverbs are cohesive	Skills • Vary conjunction ensuring only one in a sentence – must be cohesive • Vary expanded noun phrases • Irregular verbs
	Pupil Outcome Wicked stepmother in Snow White Use the film to supplement the book to bring the character alive for the pupils.	Pupil Outcome Describe The Great Fire of London, Pudding Lane, St Pauls and pulling down houses.	Pupil Outcome Rats over running the town of Hamelin. Pied Piper appeared to save them.	Pupil Outcome Jack climbs the beanstalk to the castle and sees a giant.	Pupil Outcome See boy in water, save boy from monsters point of view.	Pupil Outcomes Adapt wormy spaghetti story e.g. maggot rice
	Teacher Model text Wicked Stepmother in Cinderella	Teacher Model Text Describe Great Fire of London Pudding Lane, Thames, using fire squirts- fire continues.	Teacher Model Text Spiders over running the town. A fiddler player appears to save them.	Teacher Model Text Little Red Riding Hood walks into wood and sees wolf.	Teacher Model Text See boy in the water, save boy from old mans point of view.	Teacher Model text Eyeball story

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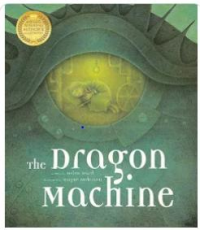
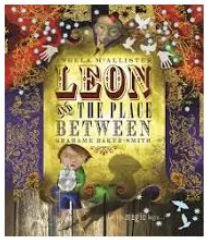
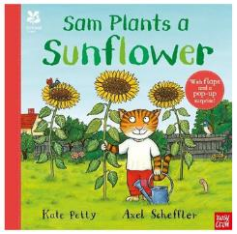
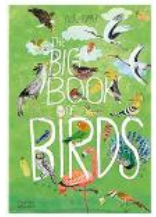
Text 2	Recount	Diary recount	Non Chronological report	Non Chronological Report on Ogres and Giants	Recount postcard	Information text on Parrots
						
	Skills • To use but as a problem cohesively • To use expanded noun phrase- emotions. • To sustain an idea cohesively	Skills • Vary category of expanded noun phrase.(emotion, size, character, shape • When conjunction • Past progressive	Skills • To use if/or • Command sentences. • Rhetorical Questions- Have you…..? Would you ……..?	Skills • Questions (sub-heading) Where, what, how, why questions. (linked to rhetorical questions) • Use , . ? ! accurately • To sustain an idea cohesively	Skills • Present progressive verbs • Use er, est, adjectives • Expanded noun phrases- texture, character, emotions	Skills • Specification adjectives • Vary sentence types • Vary subordinating conjunctions
	Pupil Outcome Day 1 of meeting the dragons.	Pupil Outcome Leon`s diary- alter entering the tent for the first time.	Pupil Outcomes How to grow a daffodil/snowdrop/blue bell etc (In science they will plant bulbs. Take photographs of the steps for the pupil write)	Pupil Outcomes Giants non -chron Supplement content with videos from the BFG- bad giants.	Pupil Outcome Recount of being in the rainforest (Additional texts needed for what you will see in the rainforest. Simple texts)	Pupil Outcomes Information text about Parrots
	Teacher Model text Meeting fairies for the first time.	Teacher Model text Point of view from Abdul Kazam-a boy visited the tent today.	Teacher Model Text How to grow a sunflower.	Teacher Model Text Orge non-chron	Teacher Model Text Recount of being in the Savannah	Teacher Model Text Information text about Red Kites
Text 3		Christmas Poetry (1 week)		Performance Poetry (1 Week)		Poetry 1 week (Adjective Poem)

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Continuous	Learning of Deconstruction of the model text	Generating Ideas and Vocab	Plan	Edit
Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Encapsulates what they want to say, sentence by sentence. **Recap Yr1 Sentence and word level objectives** And Capital letter for names and pronoun I Sustain several cohesive sentences (narrative)that makes sense and link e.g sustain a fact Finger spaces Write on the line **Will be achieved as a result of the opportunities presented by the teacher:** Writes for different purposes (e.g. narratives, poetry, real events) Writes narratives about personal experiences and those of others (real and fictional)	**Reading objectives** being introduced to non-fiction books that are structured in different ways Become increasingly familiar with and retelling a wider range of stories e.g. fairy stories and traditional tales discussing the sequence of events in books and how items of information are related	Says out loud what they are going to write about. Generates ideas and/or key words, including new vocabulary.	Plans what they are going to write about. Writes down ideas and/or key words, including new vocabulary.	Makes simple additions, revisions and corrections to their own writing by evaluating their work with teacher and peers. Re-reads to check for sense and that verb tenses are used consistently, including in the continuous form. Proof reads for errors in spelling, grammar and punctuation. Reads aloud what they have written with appropriate intonation to make the meaning clear.