
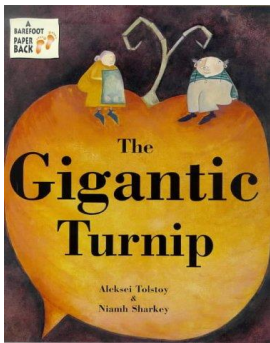

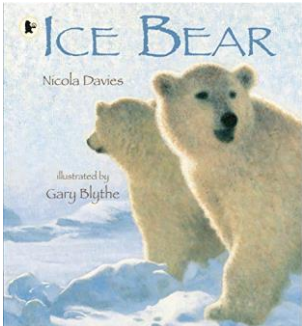

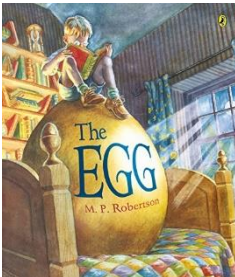
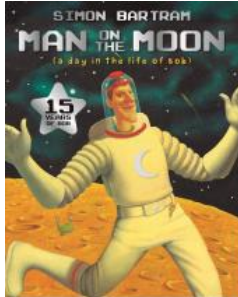
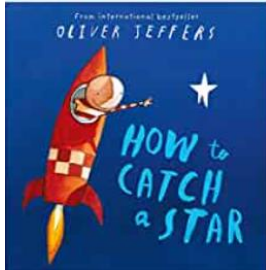


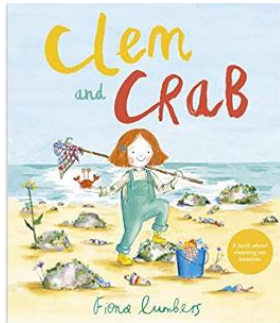
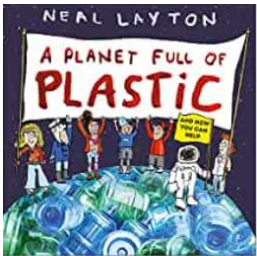
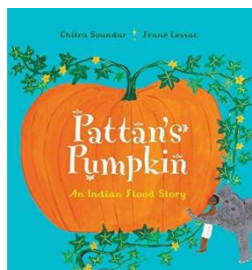
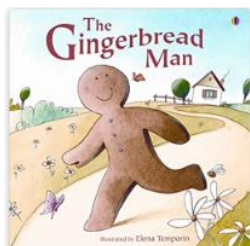


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1 Once upon a time	Learning Journey 1 Frozen Kingdom	Learning Journey 1 Mystical creatures	Learning Journey 1 Adventures	Learning Journey 1 Animal Adventures	Learning Journey 1 I do like to be beside the seaside
 <p>Little Red Riding Hood- Original tale <i>Chn to write a description of the wolf.</i> (2 Weeks)</p>  <p>The gigantic Turnip by Alexie Tolstoy <i>Chn to retell the story making changes to the story (innovate) such as changing language or turnip into something else.</i> (2 Weeks)</p>	<p>Snow</p>  <p>Entertain - To write a poem about Winter focusing on the senses (kenning style) Use 1 fox poem structure – counting poem</p> <p>*Diary entry from Samuel Pepys in History</p> 	 <p>Design own dragon and write poetic description to be included in book. (1 Week)</p>  <p>2 outcomes – SOA description of the dragon hatching out of the egg from viewpoint of George (1 lesson)</p>	 <p>Diary entry – recount of Bob's week. Write a job specification for a man on the moon- roles an responsibilities Job</p>  <p>Fantasy based explanation text on how to catch a star. Conjunctions- 1 or 2 weeks</p>	 <p>The lion and the mouse (2 weeks)</p>  <p>Inform - To revise features of non- chronological reports and write a fact file about wolves Waterfall book (2 weeks)</p>	 <p>Persuasive speeches/ posters/ adverts/ signs/ placards/ banners and recounts (2 weeks)</p> 

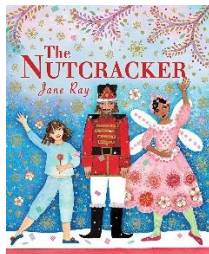


Chn to retell the story making changes to the story (innovate) such as changing language or turnip into something else. **(2 Weeks)**



Chn to make gingerbread man and write a set of instructions on how to make them. **(1 Week)**

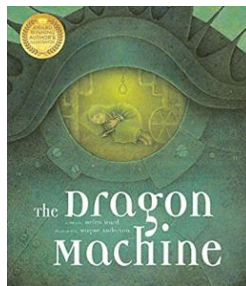
Chn to write a non chronological report about polar bears.



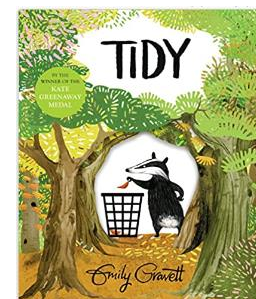
Chn to write a recount of the battle between the nut cracker and the mouse king.
Chn to write a magical setting description of the kingdom of sweets.
Description of the nutcracker

Viewpoint from dragon coming out of the egg.

3. Write a guide book on how to train a dragon – link back to their designs of a dragon. – **double page spread – warnings to the reader about things to avoid. E.g don't feed a dragon (2 + weeks)**



Write a set of instructions on how to follow the map.
Time connectives, word of warning to readers.



Write a persuasive letter to Pete, to get him to stop tidying the forest.



Message in a bottle/ notes and letters exchanged between the two main characters.

Carry out petition to get pirates removed/ formal letter of complaint to the local council asking them to be removed.


Learning Journey 2

Learning Journey 2

Learning Journey 2

Learning Journey 2

Transition Unit

					 <p>Design imaginary underwater sea creature Information text</p>
Parallel texts	Parallel texts	Parallel texts	Parallel texts	Parallel texts	Parallel texts
Hansel and Gretel Cinderella Snow white and the seven dwarfs Princess and the pea Modern twisted and alternative versions of fairytales.	Fruits – Valery Bloom Poles apart Lost and found Storm whale Winter’s child Winter sleep The night box Here comes Jack frost	How to wash a wooly mammoth How to train a dragon- take extracts from first book – descriptions of dragons Zog Clockwork dragon The knight who wouldn’t fight Sir scallywag and golden underpants George and the dragon	Beegu Toys in space Aliens love underpants Notes to planet Earth Qupootle Five The way back home Welcome to alien school Laika	The lion and the mouse previous version Wolves national geographic Walk with a wolf Wolves our wild world Good little wolf Little red riding hood Meerkat Mail Lion inside Mr Tiger goes wild	Flotsam Julien is a mermaid How to catch a mermaid Flip flap ocean The owl who is afraid of the dark

Year Two Writing Assessment					
Autumn 1 Little Red Riding Hood The Gigantic Turnip Pattan's Pumpkin	Autumn 2 Ice Bear Snow The Nutcracker	Spring 1 Tell Me A Dragon The Egg Dragon Machine	Spring 2 Man On the Moon How to Catch a Star	Summer 1 The Lion and The Mouse Wolves Tidy	Summer 2 Clem and Crab The Pirates Next Door
<p>I can use capital letters and full stops to show where sentences start and end and use question marks where required.</p> <p>I can use the correct verb tense to indicate past and present.</p> <p>I can write about the things I have done and others have done.</p> <p>I can use description in my writing by including an expanded noun phrase.</p> <p>I can proof read my work to check it makes sentences and check for sense and errors in punctuation.</p> <p>I can use an apostrophe to mark where letters are missing a contraction and spell words with contracted forms.</p> <p>I can add 's' to make common nouns into plurals.</p> <p>I can use er, to add detail.</p> <p>I can form lower case letters of the correct size relative to each other.</p> <p>I can develop an idea over a series of sentences.</p>	<p>I can use expanded noun phrases to add description.</p> <p>I can use a question mark to punctuate a question.</p> <p>I can use the correct verb tense to indicate past and present.</p> <p>I can add ful to the end of a word.</p> <p>I can use ly to add detail.</p> <p>I can use subordinating conjunction because so</p> <p>I can use apostrophe to show possession- singular.</p> <p>To use personal pronouns.</p> <p>I can plan writing by writing down ideas and talking about them.</p> <p>I can proof read my work to check for sense and errors in spelling and punctuation.</p> <p>I can evaluate my own writing with the teacher and other pupils.</p>	<p>I can write for different purposes and audience.</p> <p>I can organize my writing into sections that develop one idea</p> <p>I can use description in my writing by including an expanded noun phrase.</p> <p>I can use apostrophe to show possession- singular.</p> <p>I can use commas when writing as list.</p> <p>I can check my work to make sure it makes sense and I have use the correct words in indicate time-chronological order.</p> <p>I can use technical words to explain information clearly.</p> <p>I can use prepositions to indicate where. Eg. In-between, amongst</p> <p>I can use subordinating conjunction because so</p> <p>I can proof read my work to check for sense and errors in spelling and punctuation.</p>	<p>I can use expanded noun phrases to add description.</p> <p>I can use personal pronoun I, you we in my writing.</p> <p>I can add ment and ness to spell longer words.</p> <p>I can use the conjunctions and or but to extend my sentences.</p> <p>I can use contractions</p> <p>I can use commas when writing as list.</p> <p>I can use first, then, next, to sequence events</p> <p>I can use apostrophe to show possession- singular.</p> <p>I can proof read my work to check for sense and errors in spelling and punctuation.</p> <p>I can plan my writing by writing down ideas and or key words and new vocab.</p>	<p>I can use adverbials to indicate where or when.</p> <p>I can write for different purposes and audience.</p> <p>I can use an exclamation mark</p> <p>I can add less to the end of a word.</p> <p>I can proof read my work to check for sense and errors in spelling, grammar and punctuation.</p> <p>I can use capital letters and full stops to show where sentences start and end and use question marks and exclamation marks where required</p> <p>I can use expanded noun phrases and precise verbs in my writing.</p> <p>I can use subheadings for sections in information writing.</p>	<p>I can plan my writing by writing down ideas and or key words and new vocab.</p> <p>I can plan my writing by writing ideas and talking about them.</p> <p>I can read my work aloud with confidence using the tone of my voice to make the meaning clear.</p> <p>I can use apostrophe to show possession- singular.</p> <p>I can spell words with all suffixes taught such as ly, less, ful, ness</p> <p>I can distinguish between homophones and near homophones.</p> <p>I can use sentences with different forms: statement, question, exclamation, command</p> <p>I can use different conjunctions to join ideas within sentences.</p> <p>I can explain what these words mean- noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, apostrophe, and comma.</p> <p>I can proof read my work to check for sense and errors in spelling, grammar and punctuation.</p>
Spelling embedded thought the year/ taught during phonics: I can break down spoken words into their sounds and write them correctly. I can learn new spellings by using words I already known I can spell many tricky words I can spell words that sound the same but are spelt differently I can add the rending ment, ness, full, ly, less to spell most longer words ment and ness					

I can write correct spelling and punctuation in simple dictations.