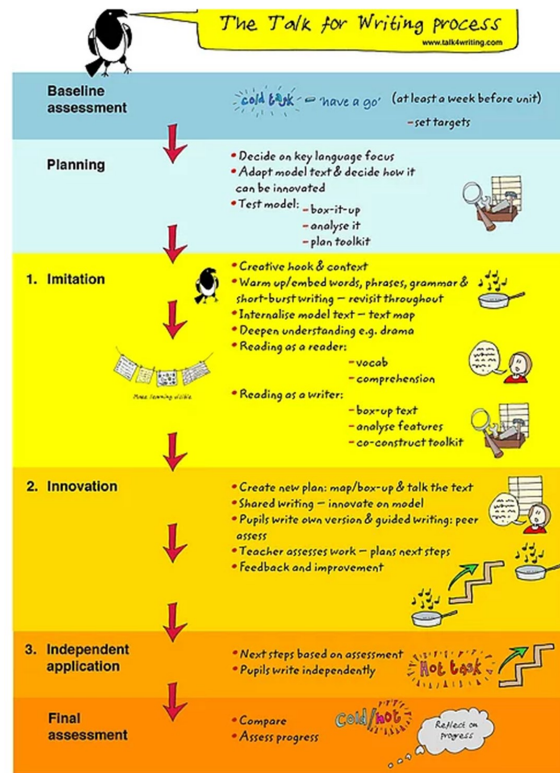


Y2 Writing MTP Au1 - Gorilla (Anthony Browne) Narrative



Autumn Term – writing targets to work towards

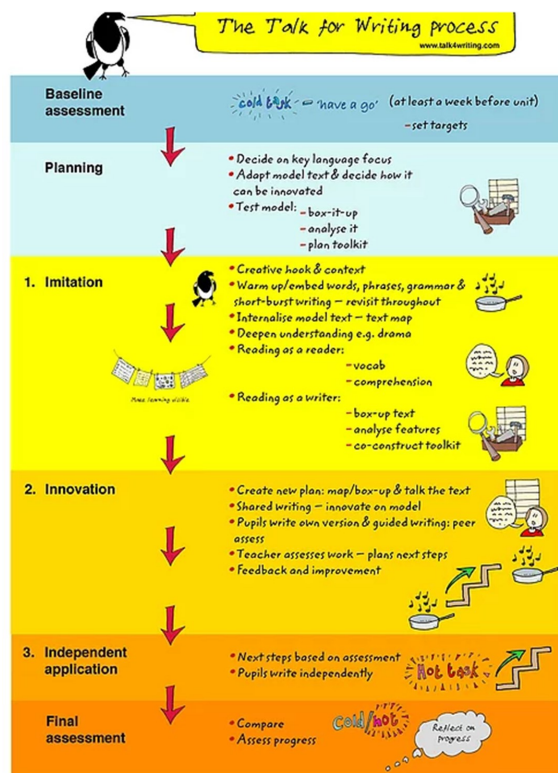
A: Write sentences that are sequenced to form a short narrative (real or fictional)
B: Demarcate some sentences with capital letters
B: Demarcate some sentences with full stops
C: Segment spoken words into phonemes and represent these by graphemes
D: Spell some words correctly and making phonetically plausible attempts at others
D: Spell some common exception words
E: Form lower case letters in the correct direction, starting and finishing in the right place
F: Form lower case letters of the correct size relative to each other in some of their writing
G: Using spacing between words

Cold Write	Lesson 1: Stimulus and cold write for a narrative - picture from book, chn write short narrative about it
Hook	Lesson 2: Hook for text. Box delivered to classroom with gorilla teddy in - chn have to put hands in and guess what it could be, write predictions. Read the story
Imitation	Lesson 3: Learn first part of story map. Language focus 1 - capital letters and full stops Lesson 4: Learn second part of story map. Language focus 2 - adjectives/expanded noun phrases Lesson 5: Short burst writing to use both areas of the language focus in a piece of extended writing. Children bring in a teddy from home and write a description of their teddy. Lesson 6: Learn entire story map and deepen - Drama lesson acting out teddy coming to life Lesson 7: Draw own version of the story map and add key language Lesson 8: Rewrite story map
Innovation	Lesson 9: Boxed up picture plan for innovated text - invent their own character and animal teddy to come to life Lesson 10 and 11: Writing innovated stories Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) .) Children write short narrative, Suggestion - John Lewis monster advert Lesson 15: Independent write (Floating day for additional content)

Additional skills to consolidate: Y1 skills - assess based on cold write

Audience and Purpose: Wall display outside classroom - publish with Illustrations

Y2 Writing MTP Au1 - Willy the Wimp (Anthony Browne) *Persuasive Letter*



Autumn Term – writing targets to work towards

A: Write sentences that are sequenced to form a short narrative (real or fictional)

B: Demarcate some sentences with capital letters

B: Demarcate some sentences with full stops

C: Segment spoken words into phonemes and represent these by graphemes

D: Spell some words correctly and making phonetically plausible attempts at others

D: Spell some common exception words

E: Form lower case letters in the correct direction, starting and finishing in the right place

F: Form lower case letters of the correct size relative to each other in some of their writing

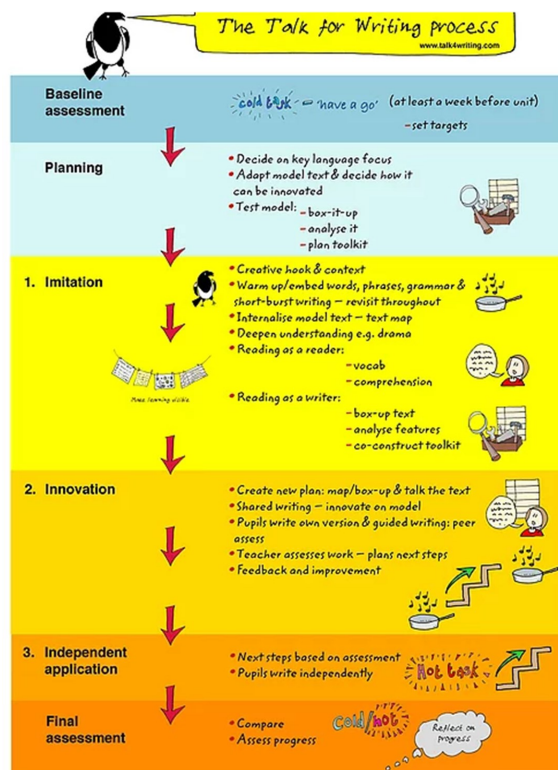
G: Using spacing between words

Cold Write	Lesson 1: Stimulus and cold write for a persuasive letter. WOW intro suggestion: steal something from the class and hold it ransom. Children must write a letter to the kidnapper.
Hook	Lesson 2: T and TA act out being a Willy the wimp and a bully. T to be in the hot seat and children to ask the character questions. Read children the book. Talk for reading style respond to the text.
Imitation	Lesson 3: Learn first part of story map Language focus 1: collecting vocab, adjectives and adverbs for character traits bully, wimp and hero
	Lesson 4: Learn second part of story map Language focus 2: Rhetorical questions from the perspective of Willy
	Lesson 5: Short burst writing . Willy writing a letter to a friend to describe himself + one rhetorical question.
	Lesson 6: Learn entire story map and deepen understanding using games or drama: Identify features of letter
Innovation	Lesson 7: Draw own version of the story map and add key language
	Lesson 8: Rewrite story map in own words (modelled write)
	Lesson 9: Boxed up picture plan for innovated text. Change the animal and the thing they are requesting. Spend the most time on character design. (Sid the sloth—needs a package to make him faster to run away from bullies etc.)
	Lesson 10 and 11: Writing innovated letter in sections
Independent Application	Lesson 12: Editing and peer assessment
	Lesson 13: Responding to teacher assessment and publishing
	Lesson 14: Hook for independent write and picture plan The school has banned PE lessons—children need to write a letter to Jo to get them back so they can stay fit and strong (suggestion) Lesson 15: Independent write (Floating day for additional content)

Additional skills to consolidate: Persuasive language and letter writing skills. Every time I Write (capital letters, finger spaces, full stops), conjunctions

Audience and Purpose: Writing a letter to persuade a company to send a package ASAP

Y2 Writing MTP Au2 - IELS Samuel Pepys' Diary



Cold Write	Lesson 1: Stimulus and cold write for a diary. Fake fire alarm and putting out a fake fire in the playground
Hook	Lesson 2: Now press play GFOL role play. Find Samuel Pepys diary
Imitation	Lesson 3: Learn first part of story map Language focus 1: Setting description adjectives Lesson 4: Learn second part of story map Language focus 2: Fronted adverbials of time Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing using paintings of the GFOL Lesson 6: Learn entire story map and deepen using drama or games: Identify features of diary Lesson 7: Draw own version of the story map and add key language Lesson 8: Rewrite story map (modelled write)
	Lesson 9: Boxed up picture plan for innovated text (from the perspective of another character) Lesson 10 and 11: Writing innovated diaries Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Innovation	
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Suggestion: fxguru disaster (volcanic eruption) WOW experience Lesson 15: Independent write (Floating day for additional content)

Autumn Term – writing targets to work towards

A: Write sentences that are sequenced to form a short narrative (real or fictional)

B: Demarcate some sentences with capital letters

B: Demarcate some sentences with full stops

C: Segment spoken words into phonemes and represent these by graphemes

D: Spell some words correctly and making phonetically plausible attempts at others

D: Spell some common exception words

E: Form lower case letters in the correct direction, starting and finishing in the right place

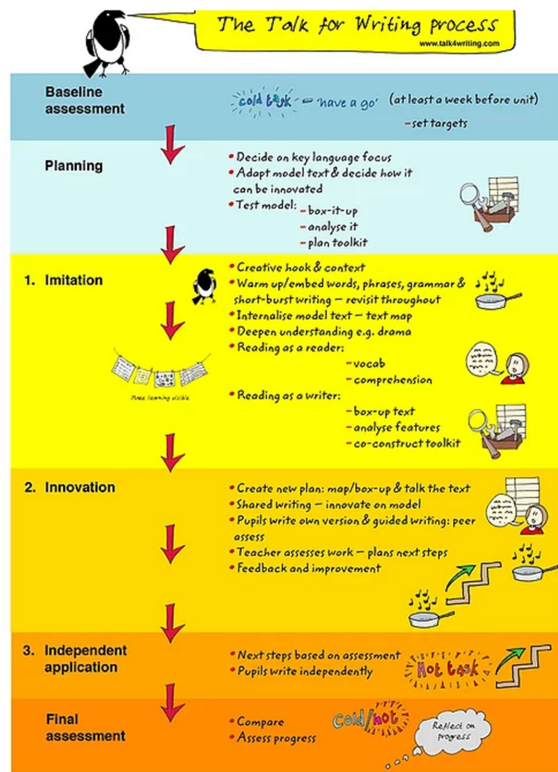
F: Form lower case letters of the correct size relative to each other in some of their writing

G: Using spacing between words

Additional skills to consolidate: expanded noun phrases, conjunctions, Every Time I Write,

Audience and Purpose: Send diaries to St Paul's Cathedral

Y2 Writing MTP Au2 - Life in the 17th Century: *Information Text*



Cold Write	Lesson 1: Stimulus and cold write for an information text (scavenger hunt life in a fictional place e.g. life in Candyland)
Hook	Lesson 2: Hook for text (life in 17th century role play—active story telling)
Imitation	<p>Lesson 3: Learn first part of story map Language focus 1: subheadings</p> <p>Lesson 4: Learn second part of story map Language focus 2: conjunctions</p> <p>Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing - short information text on the GFOL</p> <p>Lesson 6: Learn entire story map and deepen - identify features of NF text</p> <p>Lesson 7: Draw own version of the story map and add key language</p> <p>Lesson 8: Rewrite story map</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated information text (life in the 23rd century, children make up info)</p> <p>Lesson 10 and 11: Writing innovated information texts</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan Life of a teacher/fictional character photos and text</p> <p>Lesson 15: Independent write (Floating day for additional content)</p>

Autumn Term – writing targets to work towards

A: Write sentences that are sequenced to form a short narrative (real or fictional)

B: Demarcate some sentences with capital letters

B: Demarcate some sentences with full stops

C: Segment spoken words into phonemes and represent these by graphemes

D: Spell some words correctly and making phonetically plausible attempts at others

D: Spell some common exception words

E: Form lower case letters in the correct direction, starting and finishing in the right place

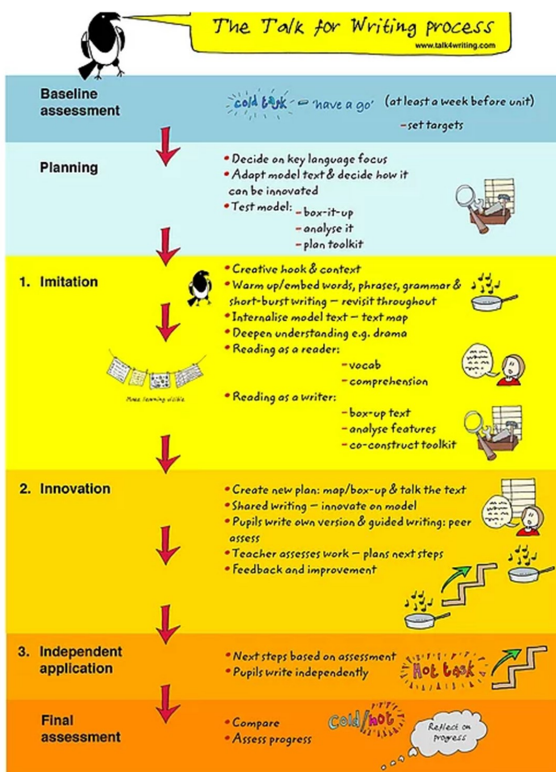
F: Form lower case letters of the correct size relative to each other in some of their writing

G: Using spacing between words

Additional skills to consolidate: Features of NF text, Every Time I Write, past tense, different sentence types

Audience and Purpose: Write an information text about the GFOL to be sent home and children to teach parents about it

Y2 Writing MTP Sp1 - Fire Children (Frane Lessac) Narrative



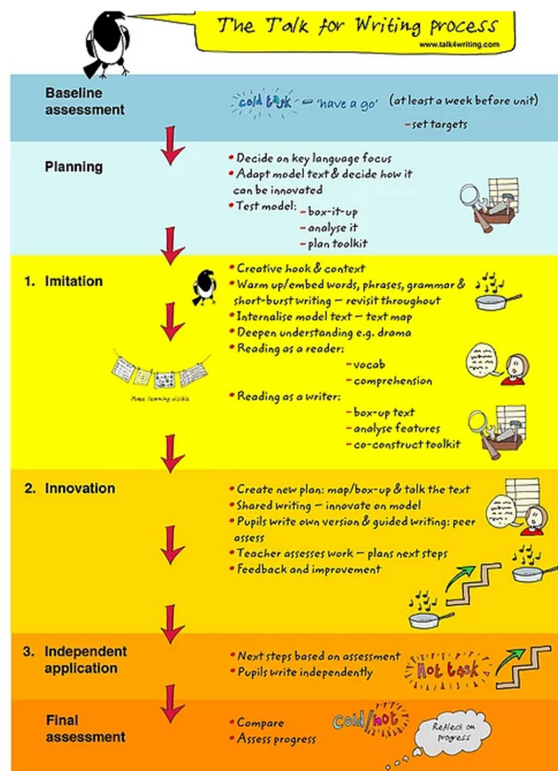
Spring Term – writing targets to work towards	
H:	Write simple, coherent narratives about personal experiences and those of others (real or fictional)
I:	Write about real events, recording these simply and clearly
J:	Demarcate most sentences in their writing with capital letter and use full stops
J:	Use question marks correctly when required
K:	Use present tense mostly correctly and consistently
K:	Use past tense mostly correctly and consistently
L:	Use co-ordination (or, but, and) to join clauses
L:	Use some subordination (when, if, that, because) to join clauses
M:	Segment spoken words into phonemes and represent these by graphemes
M:	Spell many of these words correctly and making phonetically plausible attempts at others
N:	Spell many common exception words
O:	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
P:	Use spacing between words that reflects the size of the letters

Cold Write	Lesson 1: Stimulus and cold write for a narrative Go on 'trip' – give chn airplane tickets and watch 360 video of African savannah, chn write a setting description
Hook	Lesson 2: Hook for text. Children make clay models based on themselves. Read story
Imitation	<p>Lesson 3: Learn first part of story map</p> <p>Language focus 1: Collecting wow vocabulary (adjectives to describe setting using pictures from book)</p> <p>Lesson 4: Learn second part of story map</p> <p>Language focus 2: Using verbs to describe movement</p> <p>Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing: Watch 360 video of a rainforest, children use the vocabulary they have collected to describe the rainforest</p> <p>Lesson 6: Learn entire story map and deepen: identify wow vocabulary and effect (e.g. honey instead of yellow)</p> <p>Lesson 7: Draw own version of the story map and add key language</p> <p>Lesson 8: Rewrite story map</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated text - chn design own god/the way the world is made</p> <p>Lesson 10 and 11: Writing innovated stories</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Hindu creation story – watch animated video on Youtube. Children rewrite the creation story</p> <p>Lesson 15: Independent write</p> <p>(Floating day for additional content)</p>

Additional skills to consolidate: expanded noun phrases, conjunctions, past tense

Audience and Purpose: Create class book of stories with illustrations to put in reading corner, share books with other Y2 class

Y2 Writing MTP Sp1 - Lila & the Secret of Rain (David Conway) *Diary*



Spring Term – writing targets to work towards

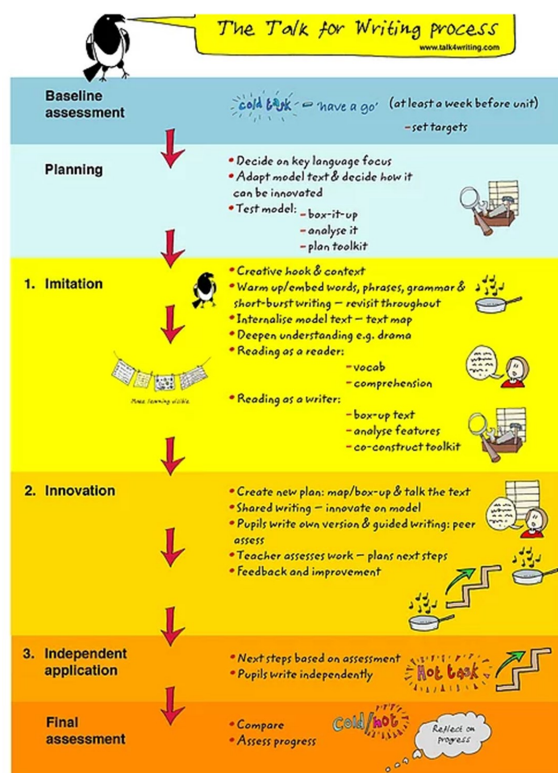
H: Write simple, coherent narratives about personal experiences and those of others (<i>real or fictional</i>)
I: Write about real events, recording these simply and clearly
J: Demarcate most sentences in their writing with capital letter and use full stops
J: Use question marks correctly when required
K: Use present tense mostly correctly and consistently
K: Use past tense mostly correctly and consistently
L: Use co-ordination (<i>or, but, and</i>) to join clauses
L: Use some subordination (<i>when, if, that, because</i>) to join clauses
M: Segment spoken words into phonemes and represent these by graphemes
M: Spell many of these words correctly and making phonetically plausible attempts at others
N: Spell many common exception words
O: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
P: Use spacing between words that reflects the size of the letters

Cold Write	Lesson 1: Stimulus and cold write for a narrative: watch video of day in the life of a Masai girl. Write a diary from her point of view.
Hook	Lesson 2: Hook for text: look at pictures of Kenyan villages – create artwork based on the villages. Read story.
Imitation	Lesson 3: Learn first part of story map Language focus 1: Using senses to describe setting/weather Lesson 4: Learn second part of story map Language focus 2: Writing in the past tense Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing: Children watch a video of storm and write short description Lesson 6: Learn entire story map and deepen: read as reader - what helps us to picture the setting? Lesson 7: Draw own version of the story map and add key language Lesson 8: Rewrite story map
	Lesson 9: Boxed up picture plan for innovated text: write from the point of view of someone else in the village Lesson 10 and 11: Writing innovated diaries Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Trip to London Zoo - diary recount. (If no trip, could go for a walk and write diary entry about it) Lesson 15: Independent write (Floating day for additional content)
Independent Application	

Additional skills to consolidate: writing in 1st person, conjunctions, fronted adverbials, different sentence types, expanded noun phrases

Audience and Purpose: Show and tell - invite another class to visit while chn share their diaries and African artwork (could combine with other work done during topic)

Y2 Writing MTP Sp2 - NF Report (Bears) Information Text



Spring Term – writing targets to work towards

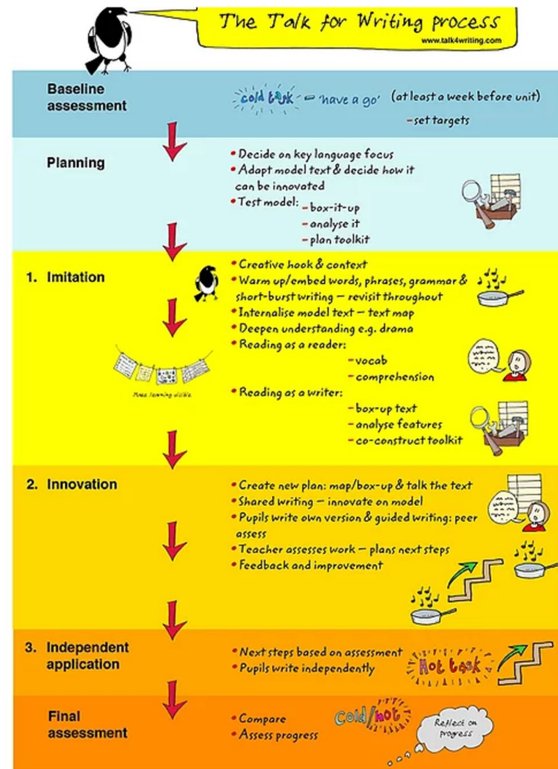
H: Write simple, coherent narratives about personal experiences and those of others (real or fictional)
I: Write about real events, recording these simply and clearly
J: Demarcate most sentences in their writing with capital letter and use full stops
J: Use question marks correctly when required
K: Use present tense mostly correctly and consistently
K: Use past tense mostly correctly and consistently
L: Use co-ordination (or, but, and) to join clauses
L: Use some subordination (when, if, that, because) to join clauses
M: Segment spoken words into phonemes and represent these by graphemes
M: Spell many of these words correctly and making phonetically plausible attempts at others
N: Spell many common exception words
O: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
P: Use spacing between words that reflects the size of the letters

Cold Write	Lesson 1: Stimulus and cold write for a narrative: Chn choose their favourite animal and write an information text about it
Hook	Lesson 2: Hook for text: Bear hunt around school (hide toy bears) Read NF text about bear
Imitation	<p>Lesson 3: Learn first part of story map</p> <p>Language focus 1: subheadings (could change to sentence types if chn are confident in subheadings from GFOL topic)</p> <p>Lesson 4: Learn second part of story map</p> <p>Language focus 2: using technical vocabulary</p> <p>Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing: Short information text on fictional bear (Paddington/Winnie the Pooh)</p> <p>Lesson 6: Learn entire story map and deepen: Find and label features of NF text</p> <p>Lesson 7: Draw own version of the story map and add key language</p> <p>Lesson 8: Rewrite story map</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated text: Choose their own bear, research and organise info.</p> <p>Lesson 10 and 11: Writing innovated information texts</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Chn design their own made up animal and make information text about it.</p> <p>Lesson 15: Independent write (Floating day for additional content)</p>

Additional skills to consolidate: conjunctions, different sentence types, punctuation

Audience and Purpose: Create books for reading corner or to send back to the library service.

Y2 Writing MTP Sp2 - Leaf (Sandra Dieckmann) *Persuasive letter*

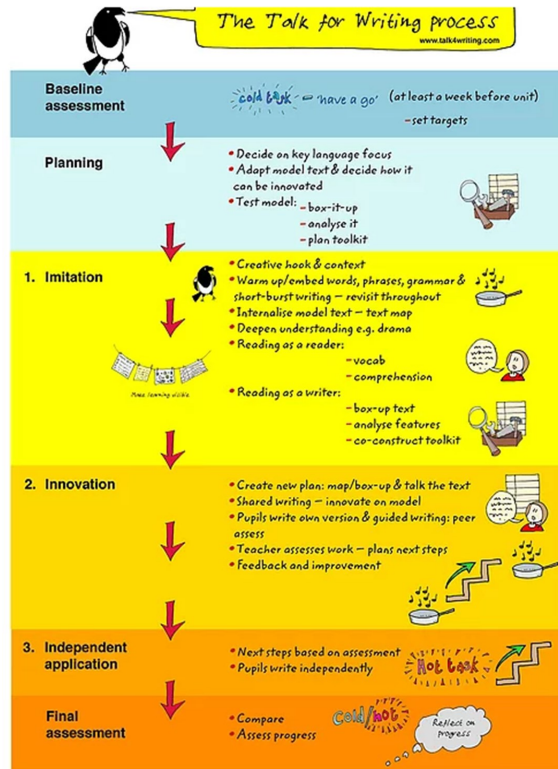


Spring Term – writing targets to work towards
H: Write simple, coherent narratives about personal experiences and those of others (real or fictional)
I: Write about real events, recording these simply and clearly
J: Demarcate most sentences in their writing with capital letter and use full stops
J: Use question marks correctly when required
K: Use present tense mostly correctly and consistently
K: Use past tense mostly correctly and consistently
L: Use co-ordination (or, but, and) to join clauses
L: Use some subordination (when, if, that, because) to join clauses
M: Segment spoken words into phonemes and represent these by graphemes
M: Spell many of these words correctly and making phonetically plausible attempts at others
N: Spell many common exception words
O: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
P: Use spacing between words that reflects the size of the letters

Cold Write	Lesson 1: Stimulus and cold write for a narrative: watch Iceland's advert – There's a Rang Tang in my bedroom. Chn write letter to Nestle asking them to stop using palm oil
Hook	Lesson 2: Hook for text: Letter from Polar bear saying he's lost and needs our help to get back, chn work in groups to come up with a way to help Leaf get home. Read story
Imitation	Lesson 3: Learn first part of story map Language focus 1: emotive language, using wow adjectives to describe how the characters are feeling Lesson 4: Learn second part of story map Language focus 2: rhetorical questions – what would Leaf ask the other animals?
	Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing: Children write a letter from the POV of Leaf asking the animals to help him Lesson 6: Learn entire story map and deepen: Find persuasive features. Hot seat as Boris Johnson, try and convince him to help.
	Lesson 7: Draw own version of the story map and add key language Lesson 8: Rewrite story map
	Lesson 9: Boxed up picture plan for innovated text: Children choose own endangered animal to write to Boris Johnson about (need to make sure children understand why it is endangered/ how we can help - might need 2 days for research and planning)
Innovation	Lesson 10 and 11: Writing innovated letters Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Email from Anthony Doudle saying break is cancelled - need to write a letter to persuade him not to Lesson 15: Independent write (Floating day for additional content)

Additional skills to consolidate: Different sentence types, conjunctions
Audience and Purpose: Send letters to Boris Johnson

Y2 Writing MTP Su1 - George's Marvellous Medicine: *Character description*



Summer Term – writing targets to work towards

Q: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary of their writing

Q: Write effectively and coherently for different purposes, drawing on their reading to inform the grammar of their writing

R: Make simple additions, revisions and proof reading corrections to their own writing

S: Use punctuation taught at KS1 mostly correctly (*capital letters, full stops, question marks, exclamation marks*)

S: Use punctuation taught at KS1 mostly correctly (*commas in a list*)

S: Use punctuation taught at KS1 mostly correctly (*apostrophes for singular possession*)

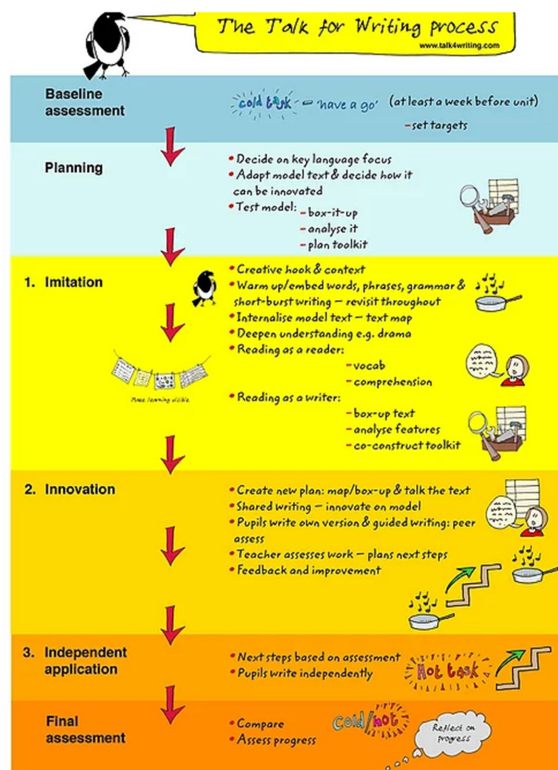
T: Spell most common exception words

U: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)

V: Use the diagonal and horizontal strokes needed to join some letters

Cold Write	Lesson 1: Stimulus and cold write for a narrative: Read chapter 1 of GMM, children write their own description of grandmother
Hook	Lesson 2: Hook for text: Competition – who can draw the ugliest portrait? Read examples of Roald Dahl character descriptions, children identify what they like about them
Imitation	<p>Lesson 3: Learn first part of story map</p> <p>Language focus 1: wow adjectives to describe appearance</p> <p>Lesson 4: Learn second part of story map</p> <p>Language focus 2: show don't tell - describe personality</p> <p>Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing: Read description from The Witches/watch clip from film. Children write own description of witch</p> <p>Lesson 6: Learn entire story map and deepen: create inside and outside characteristic drawings</p> <p>Lesson 7: Draw own version of the story map and add key language</p> <p>Lesson 8: Rewrite story map</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated text: Children make up their own ugly character- draw a picture and label with adjectives</p> <p>Lesson 10 and 11: Writing innovated character descriptions</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Choose a picture of a Roald Dahl character – write a description of them</p> <p>Lesson 15: Independent write</p> <p>(Floating day for additional content)</p>
<p>Additional skills to consolidate: conjunctions, different sentence types, expanded noun phrases</p> <p>Audience and Purpose: Send to Roald Dahl Museum/Story Company</p>	

Y2 Writing MTP Su1 - George's Marvellous Medicine: *Potion Recipe*



Summer Term - writing targets to work towards

Q: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary of their writing

Q: Write effectively and coherently for different purposes, drawing on their reading to inform the grammar of their writing

R: Make simple additions, revisions and proof reading corrections to their own writing

S: Use punctuation taught at KS1 mostly correctly (*capital letters, full stops, question marks, exclamation marks*)

S: Use punctuation taught at KS1 mostly correctly (*commas in a list*)

S: Use punctuation taught at KS1 mostly correctly (*apostrophes for singular possession*)

T: Spell most common exception words

U: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)

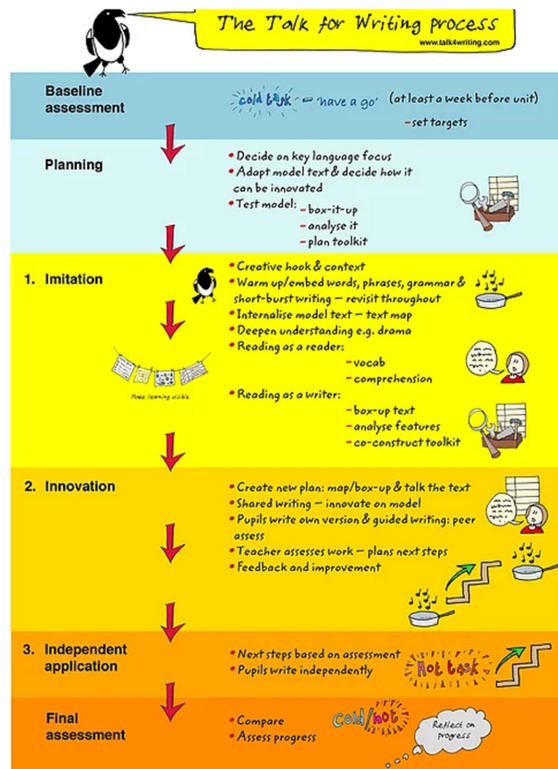
V: Use the diagonal and horizontal strokes needed to join some letters

Cold Write	Lesson 1: Stimulus and cold write for a narrative : Children write recipe for a good friend
Hook	Lesson 2: Hook for text: Collect bottles/jars with coloured/glittery water, children make their own potion
Imitation	Lesson 3: Learn first part of story map Language focus 1: Collecting vocabulary for ingredients
	Lesson 4: Learn second part of story map Language focus 2: Command sentences/imperative verbs
	Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing: Reread chapter where George makes his medicine, chn write instructions for his recipe
	Lesson 6: Learn entire story map and deepen: sequence recipe - cut up and put back together in right order
Innovation	Lesson 7: Draw own version of the story map and add key language
	Lesson 8: Rewrite story map
	Lesson 9: Boxed up picture plan for innovated text: Children invent their own magic medicine (think about what they want it to do, will it be nice ingredients or horrible ingredients)
Independent Application	Lesson 10 and 11: Writing innovated recipes
	Lesson 12: Editing and peer assessment
	Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.): Make slime with children, children plan magical slime recipe (e.g. glue could be giant's bogeys)
	Lesson 15: Independent write (Floating day for additional content)

Additional skills to consolidate: using a/an, adverbs, alliteration, time fronted adverbials, different punctuation (?, ' !)

Audience and Purpose: Film children reading their recipes for seesaw

Y2 Writing MTP Su2 - Blitz Experience Narrative: *Fictional recount*



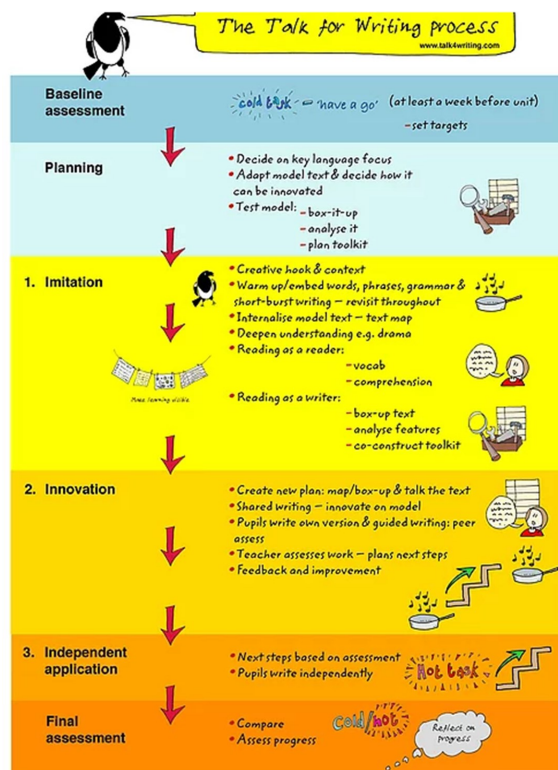
Summer Term – writing targets to work towards
Q: Write effectively and coherently for different purposes, drawing on their reading to inform the <u>vocabulary</u> of their writing
Q: Write effectively and coherently for different purposes, drawing on their reading to inform the <u>grammar</u> of their writing
R: Make simple additions, revisions and proof reading corrections to their own writing
S: Use punctuation taught at KS1 mostly correctly (<i>capital letters, full stops, question marks, exclamation marks</i>)
S: Use punctuation taught at KS1 mostly correctly (<i>commas in a list</i>)
S: Use punctuation taught at KS1 mostly correctly (<i>apostrophes for singular possession</i>)
T: Spell most common exception words
U: Add suffixes to spell most words correctly in their writing (e.g. <i>-ment, -ness, -ful, -less, -ly</i>)
V: Use the diagonal and horizontal strokes needed to join some letters

Cold Write	Lesson 1: Stimulus and cold write for a narrative: Blitz experience - cover windows with paper and play air raid sound, chn hide under tables. Write recount of experience
Hook	Lesson 2: Hook for text: Now press play: Blitz experience. Read and respond to model text
Imitation	Lesson 3: Learn first part of story map Language focus 1: Using senses to describe setting
	Lesson 4: Learn second part of story map Language focus 2: Emotive language/show don't tell feelings
	Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing: Blitz picture stimulus - create poem/setting description about the picture
	Lesson 6: Learn entire story map and deepen: read as reader, what helps us to feel like we are there? Close eyes and imagine
Innovation	Lesson 7: Draw own version of the story map and add key language
	Lesson 8: Rewrite story map
	Lesson 9: Boxed up picture plan for innovated text: Children choose what character's POV they are writing from, what they experience
Independent Application	Lesson 10 and 11: Writing innovated stories
	Lesson 12: Editing and peer assessment
	Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Watch video of VE day celebrations - write recount from POV of someone there
	Lesson 15: Independent write (Floating day for additional content)

Additional skills to consolidate: past tense, adverbs, conjunctions

Audience and Purpose: Children dress up (costumes from ILS) and read their narratives (could invite other classes or adults to watch)

Y2 Writing MTP Su2 - WW2 Rationing: *Recipe*



Summer Term – writing targets to work towards
Q: Write effectively and coherently for different purposes, drawing on their reading to inform the <u>vocabulary</u> of their writing
Q: Write effectively and coherently for different purposes, drawing on their reading to inform the <u>grammar</u> of their writing
R: Make simple additions, revisions and proof reading corrections to their own writing
S: Use punctuation taught at KS1 mostly correctly (<i>capital letters, full stops, question marks, exclamation marks</i>)
S: Use punctuation taught at KS1 mostly correctly (<i>commas in a list</i>)
S: Use punctuation taught at KS1 mostly correctly (<i>apostrophes for singular possession</i>)
T: Spell most common exception words
U: Add suffixes to spell most words correctly in their writing (e.g. <i>-ment, -ness, -ful, -less, -ly</i>)
V: Use the diagonal and horizontal strokes needed to join some letters

Cold Write	Lesson 1: Stimulus and cold write for a narrative: Children design their favourite sandwich and write recipe
Hook	Lesson 2: Hook for text: Make WW2 recipe (potato and marmalade scones)
Imitation	<p>Lesson 3: Learn first part of story map</p> <p>Language focus 1: Sequencing/using time fronted adverbials</p> <p>Lesson 4: Learn second part of story map</p> <p>Language focus 2: Using different imperative verbs and adverbs</p> <p>Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing: Children choose and write simple recipe (e.g. ice cream sundae, pizza) (provide props/pictures to support as not actually making)</p> <p>Lesson 6: Learn entire story map and deepen: Children act out making recipe with props, following story map</p> <p>Lesson 7: Draw own version of the story map and add key language</p> <p>Lesson 8: Rewrite story map</p>
Innovation	<p>Lesson 9: Boxed up picture plan for innovated text: Children re-write recipe instructions</p> <p>Lesson 10 and 11: Writing innovated recipes</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Make a simple WW2 recipe (eg carrot fudge) Children plan recipe</p> <p>Lesson 15: Independent write of recipe</p> <p>(Floating day for additional content)</p>

Additional skills to consolidate: conjunctions, different punctuation, different sentence types

Audience and Purpose: Take home recipes to share with parents