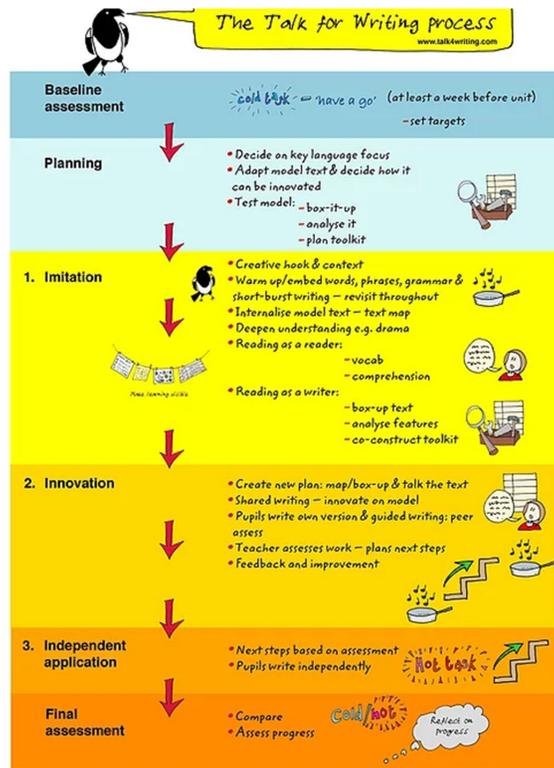


# Y2 Writing MTP Au1 - Gorilla (Anthony Browne) Narrative



<b>Cold Write</b>	<b>Lesson 1:</b> Stimulus and cold write for a narrative - picture from book, chn write short narrative about it
<b>Hook</b>	<b>Lesson 2:</b> 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
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map. Language focus 1 - capital letters and full stops
	<b>Lesson 4:</b> Learn second part of story map. Language focus 2 - adjectives/expanded noun phrases
	<b>Lesson 5:</b> 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.
	<b>Lesson 6:</b> Learn entire story map and deepen - Drama lesson acting out teddy coming to life
	<b>Lesson 7:</b> Draw own version of the story map and add key language
	<b>Lesson 8:</b> Rewrite story map
<b>Innovation</b>	<b>Lesson 9:</b> Boxed up picture plan for innovated text - invent their own character and animal teddy to come to life
	<b>Lesson 10 and 11:</b> Writing innovated stories
	<b>Lesson 12:</b> Editing and peer assessment
	<b>Lesson 13:</b> Responding to teacher assessment and publishing
<b>Independent Application</b>	<b>Lesson 14:</b> Hook for independent write and picture plan (create whole class S.C.) .) Children write short narrative, Suggestion - John Lewis monster advert
	<b>Lesson 15:</b> Independent write (Floating day for additional content )

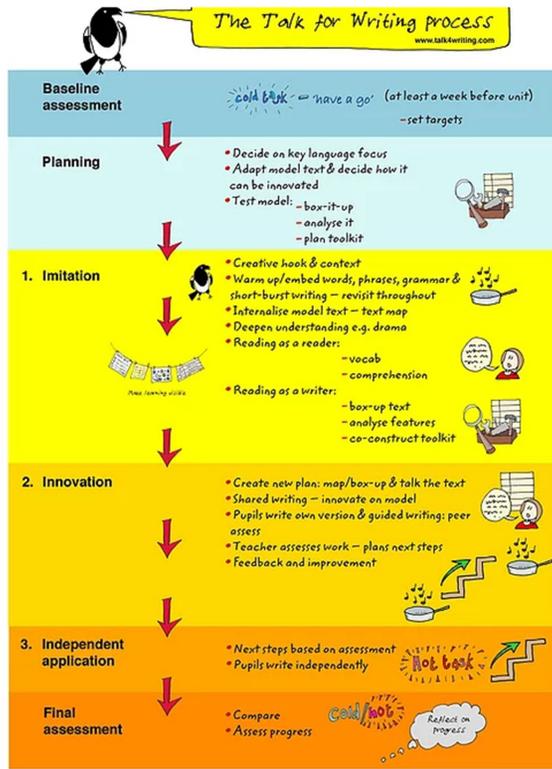
## Autumn Term - writing targets to work towards

- 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:** 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*



<b>Cold Write</b>	<b>Lesson 1:</b> 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.
<b>Hook</b>	<b>Lesson 2:</b> 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.
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map Language focus 1: collecting vocab, adjectives and adverbs for character traits bully, wimp and hero
	<b>Lesson 4:</b> Learn second part of story map Language focus 2: Rhetorical questions from the perspective of Willy
	<b>Lesson 5:</b> Short burst writing . Willy writing a letter to a friend to describe himself + one rhetorical question.
	<b>Lesson 6:</b> Learn entire story map and deepen understanding using games or drama: Identify features of letter <b>Lesson 7:</b> Draw own version of the story map and add key language <b>Lesson 8:</b> Rewrite story map in own words (modelled write)
<b>Innovation</b>	<b>Lesson 9:</b> 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.)
	<b>Lesson 10 and 11:</b> Writing innovated letter in sections <b>Lesson 12:</b> Editing and peer assessment
	<b>Lesson 13:</b> Responding to teacher assessment and publishing
<b>Independent Application</b>	<b>Lesson 14:</b> 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) <b>Lesson 15:</b> Independent write (Floating day for additional content )

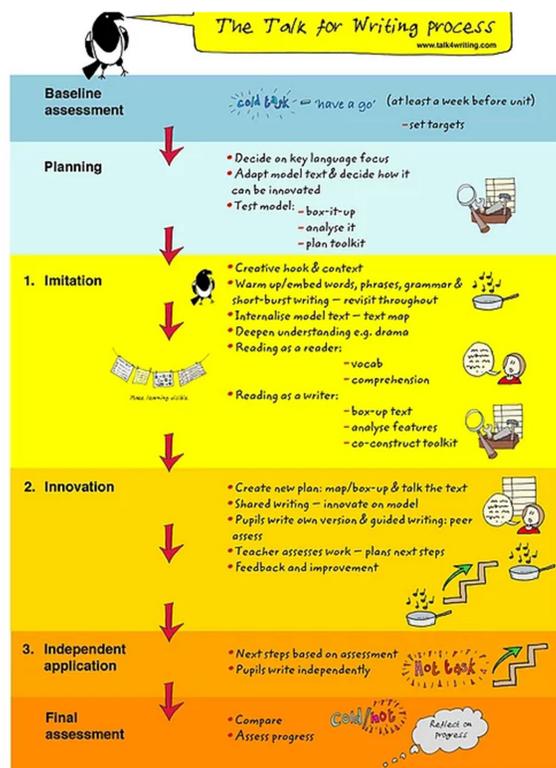
## Autumn Term – writing targets to work towards

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:** 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

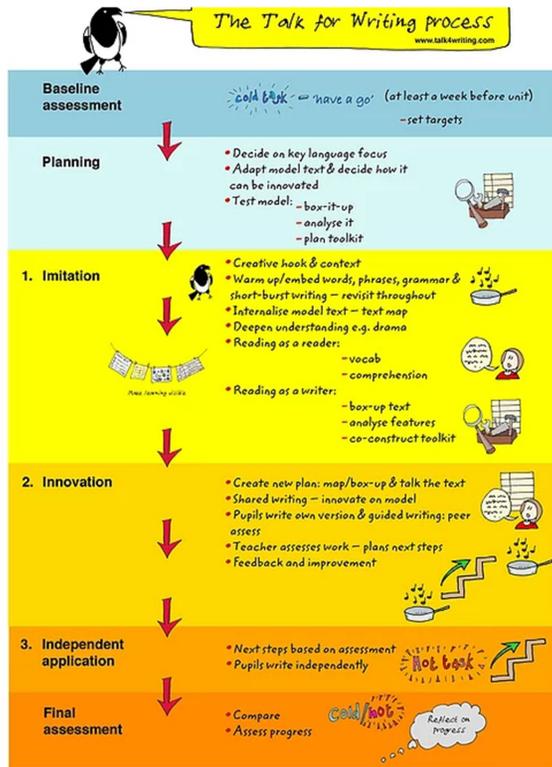


<b>Cold Write</b>	<b>Lesson 1:</b> Stimulus and cold write for a diary. Fake fire alarm and putting out a fake fire in the playground
<b>Hook</b>	<b>Lesson 2:</b> Now press play GFOL role play. Find Samuel Pepys diary
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map Language focus 1: Setting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



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

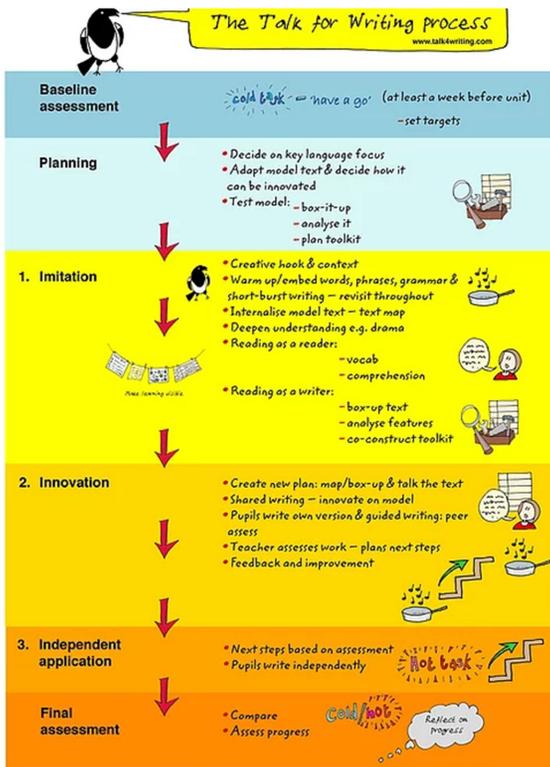
## Autumn Term – writing targets to work towards

- 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



<b>Cold Write</b>	<b>Lesson 1:</b> 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
<b>Hook</b>	<b>Lesson 2:</b> Hook for text. Children make clay models based on themselves. Read story
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map  Language focus 1: Collecting wow vocabulary (adjectives to describe setting using pictures from book)
	<b>Lesson 4:</b> Learn second part of story map  Language focus 2: Using verbs to describe movement
	<b>Lesson 5:</b> 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
	<b>Lesson 6:</b> Learn entire story map and deepen: identify wow vocabulary and effect (e.g. honey instead of yellow)
	<b>Lesson 7:</b> Draw own version of the story map and add key language
	<b>Lesson 8:</b> Rewrite story map
	<b>Lesson 9:</b> Boxed up picture plan for innovated text - chn design own god/the way the world is made
	<b>Lesson 10 and 11:</b> Writing innovated stories
<b>Innovation</b>	<b>Lesson 12:</b> Editing and peer assessment
	<b>Lesson 13:</b> Responding to teacher assessment and publishing
	<b>Lesson 14:</b> 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
<b>Independent Application</b>	<b>Lesson 15:</b> Independent write  (Floating day for additional content )

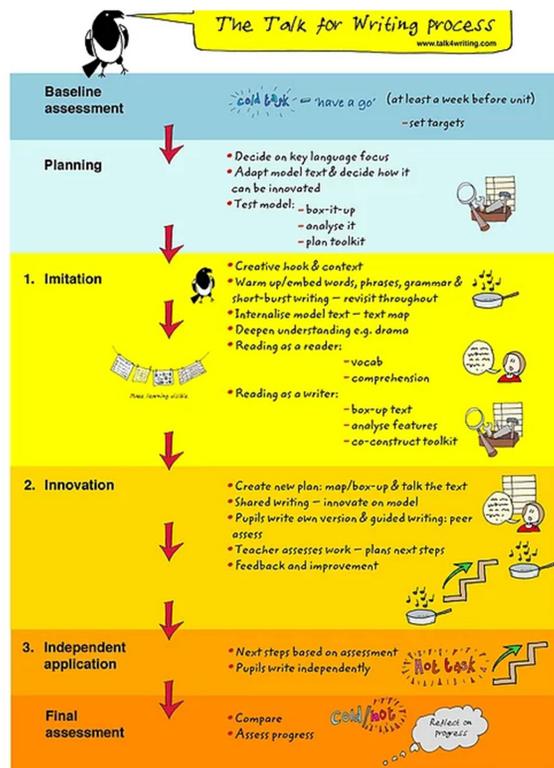
## Spring Term - writing targets to work towards

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

**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*



<b>Cold Write</b>	<b>Lesson 1:</b> 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.
<b>Hook</b>	<b>Lesson 2:</b> Hook for text: look at pictures of Kenyan villages - create artwork based on the villages. Read story.
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map Language focus 1: Using senses to describe setting/weather
	<b>Lesson 4:</b> Learn second part of story map Language focus 2: Writing in the past tense
	<b>Lesson 5:</b> 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
	<b>Lesson 6:</b> Learn entire story map and deepen: read as reader - what helps us to picture the setting? <b>Lesson 7:</b> Draw own version of the story map and add key language
<b>Innovation</b>	<b>Lesson 8:</b> Rewrite story map
	<b>Lesson 9:</b> Boxed up picture plan for innovated text: write from the point of view of someone else in the village
	<b>Lesson 10 and 11:</b> Writing innovated diaries <b>Lesson 12:</b> Editing and peer assessment
<b>Independent Application</b>	<b>Lesson 13:</b> Responding to teacher assessment and publishing
	<b>Lesson 14:</b> 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) <b>Lesson 15:</b> Independent write (Floating day for additional content )

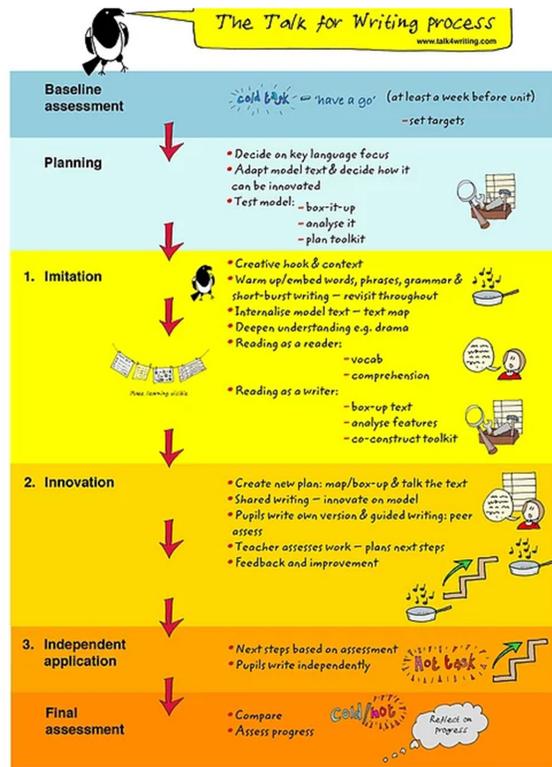
## Spring Term - writing targets to work towards

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

**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



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

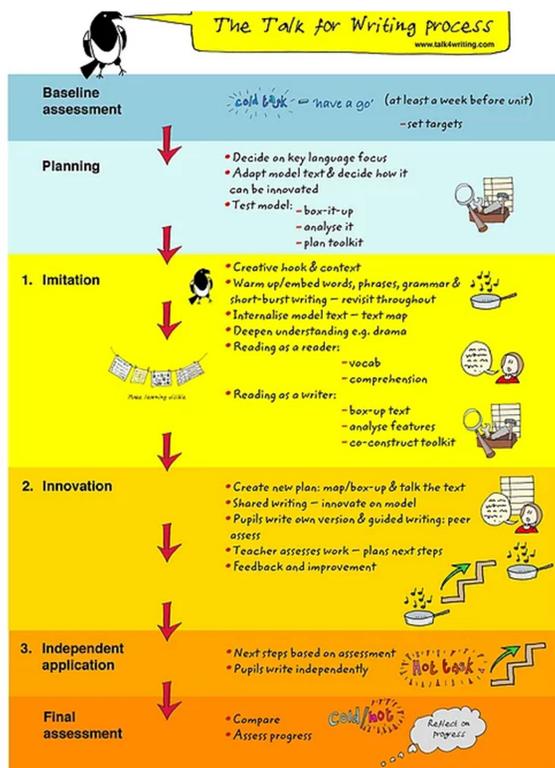
## Spring Term – writing targets to work towards

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

**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*



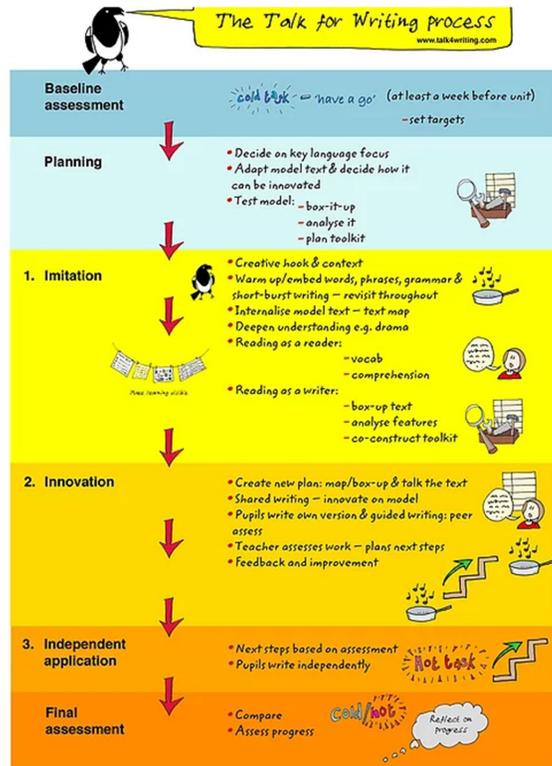
Spring Term – writing targets to work towards
H: Write simple, coherent narratives about personal experiences and those of others (real or fictional)
I: Write about real events, recording these simply and clearly
J: Demarcate most sentences in their writing with capital letter and use full stops
J: Use 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

<b>Cold Write</b>	<b>Lesson 1:</b> 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
<b>Hook</b>	<b>Lesson 2:</b> 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
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map  Language focus 1: emotive language, using wow adjectives to describe how the characters are feeling
	<b>Lesson 4:</b> Learn second part of story map  Language focus 2: rhetorical questions – what would Leaf ask the other animals?
	<b>Lesson 5:</b> 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
	<b>Lesson 6:</b> Learn entire story map and deepen: Find persuasive features. Hot seat as Boris Johnson, try and convince him to help.
<b>Innovation</b>	<b>Lesson 7:</b> Draw own version of the story map and add key language
	<b>Lesson 8:</b> Rewrite story map
	<b>Lesson 9:</b> 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)
<b>Independent Application</b>	<b>Lesson 10 and 11:</b> Writing innovated letters
	<b>Lesson 12:</b> Editing and peer assessment <b>Lesson 13:</b> Responding to teacher assessment and publishing
<b>Independent Application</b>	<b>Lesson 14:</b> 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
	<b>Lesson 15:</b> Independent write  (Floating day for additional content )

**Additional skills to consolidate:** Different sentence types, conjunctions

**Audience and Purpose:** Send letters to Boris Johnson

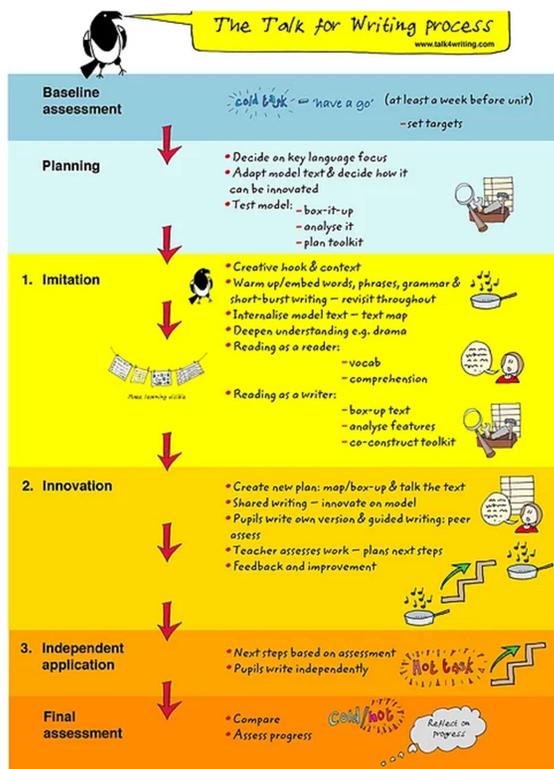
# Y2 Writing MTP Su1 - George's Marvellous Medicine: *Character description*



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

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

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



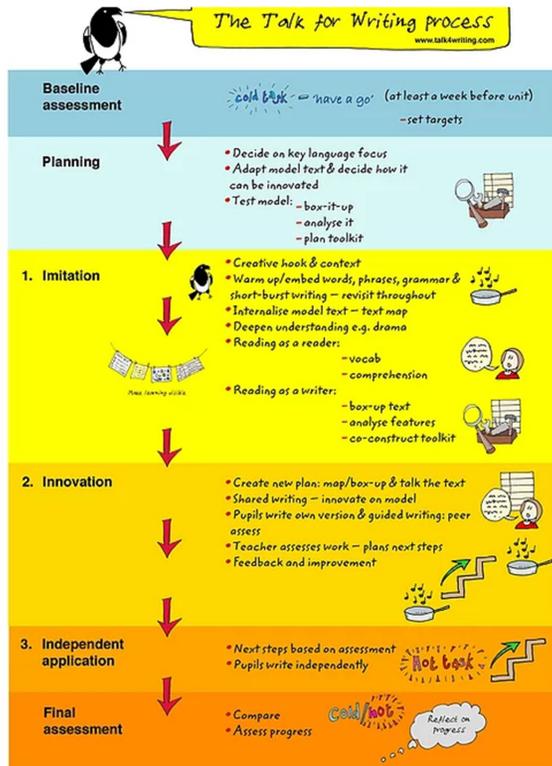
<b>Cold Write</b>	<b>Lesson 1:</b> Stimulus and cold write for a narrative : Children write recipe for a good friend
<b>Hook</b>	<b>Lesson 2:</b> Hook for text: Collect bottles/jars with coloured/glittery water, children make their own potion
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map Language focus 1: Collecting vocabulary for ingredients
	<b>Lesson 4:</b> Learn second part of story map Language focus 2: Command sentences/imperative verbs
	<b>Lesson 5:</b> 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
	<b>Lesson 6:</b> Learn entire story map and deepen: sequence recipe - cut up and put back together in right order
	<b>Lesson 7:</b> Draw own version of the story map and add key language
	<b>Lesson 8:</b> Rewrite story map
	<b>Lesson 9:</b> 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)
	<b>Lesson 10 and 11:</b> Writing innovated recipes
<b>Innovation</b>	<b>Lesson 12:</b> Editing and peer assessment
	<b>Lesson 13:</b> Responding to teacher assessment and publishing
	<b>Lesson 14:</b> 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)
<b>Independent Application</b>	<b>Lesson 15:</b> Independent write (Floating day for additional content )

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 ( <u>capital letters, full stops, question marks, exclamation marks</u> )
S: Use punctuation taught at KS1 mostly correctly ( <u>commas in a list</u> )
S: Use punctuation taught at KS1 mostly correctly ( <u>apostrophes for singular possession</u> )
T: Spell most common exception words
U: Add suffixes to spell most words correctly in their writing (e.g. <u>-ment, -ness, -ful, -less, -ly</u> )
V: Use the diagonal and horizontal strokes needed to join some letters

**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*



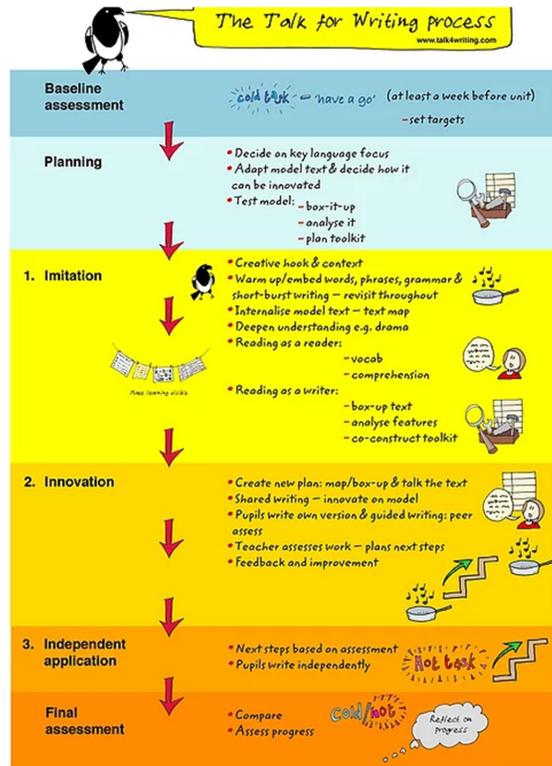
Summer Term – writing targets to work towards
Q: Write effectively and coherently for different purposes, drawing on their reading to inform the <u>vocabulary</u> of their writing
Q: Write effectively and coherently for different purposes, drawing on their reading to inform the <u>grammar</u> of their 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

<b>Cold Write</b>	<b>Lesson 1:</b> 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
<b>Hook</b>	<b>Lesson 2:</b> Hook for text: Now press play: Blitz experience. Read and respond to model text
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map Language focus 1: Using senses to describe setting
	<b>Lesson 4:</b> Learn second part of story map Language focus 2: Emotive language/show don't tell feelings
	<b>Lesson 5:</b> 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
	<b>Lesson 6:</b> Learn entire story map and deepen: read as reader, what helps us to feel like we are there? Close eyes and imagine
<b>Innovation</b>	<b>Lesson 7:</b> Draw own version of the story map and add key language
	<b>Lesson 8:</b> Rewrite story map
	<b>Lesson 9:</b> Boxed up picture plan for innovated text: Children choose what character's POV they are writing from, what they experience
<b>Independent Application</b>	<b>Lesson 10 and 11:</b> Writing innovated stories
	<b>Lesson 12:</b> Editing and peer assessment
	<b>Lesson 13:</b> Responding to teacher assessment and publishing
<b>Independent Application</b>	<b>Lesson 14:</b> 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
	<b>Lesson 15:</b> 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

<b>Cold Write</b>	<b>Lesson 1:</b> Stimulus and cold write for a narrative: Children design their favourite sandwich and write recipe
<b>Hook</b>	<b>Lesson 2:</b> Hook for text: Make WW2 recipe (potato and marmalade scones)
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map Language focus 1: Sequencing/using time fronted adverbials
	<b>Lesson 4:</b> Learn second part of story map Language focus 2: Using different imperative verbs and adverbs
	<b>Lesson 5:</b> 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)
	<b>Lesson 6:</b> Learn entire story map and deepen: Children act out making recipe with props, following story map
	<b>Lesson 7:</b> Draw own version of the story map and add key language
	<b>Lesson 8:</b> Rewrite story map
	<b>Lesson 9:</b> Boxed up picture plan for innovated text: Children re-write recipe instructions
	<b>Lesson 10 and 11:</b> Writing innovated recipes
<b>Innovation</b>	<b>Lesson 12:</b> Editing and peer assessment
	<b>Lesson 13:</b> Responding to teacher assessment and publishing
	<b>Lesson 14:</b> Hook for independent write and picture plan (create whole class S.C.) Make a simple WW2 recipe (eg carrot fudge) Children plan recipe
<b>Independent Application</b>	<b>Lesson 15:</b> Independent write of recipe (Floating day for additional content )

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

**Audience and Purpose:** Take home recipes to share with parents