

## Year 2 Writing Unit Plan

**Note: This is intended as a guide only and your assessment for learning should guide what you teach. If you seek to teach a unit not on the literacy overview, please speak to a member of the writing team first.**

Autumn 1							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Text:</b> Man on the Moon by Simon Bartram <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Retelling of a known story (Narrative) (Children could select their favourite part and retell or be given a section/whole story): - Change to first/third person <b>Grammar:</b> - Simple Sentences - Identify Capital Letters and Full Stops for Sentences	<b>Text:</b> Man on the Moon by Simon Bartram <b>Purpose:</b> To entertain <b>Unit:</b> Writing in role: - Diary <b>Grammar:</b> - Statements, Questions and Exclamations - Question Marks and Exclamation Marks	<b>Text:</b> I am Neil Armstrong by Brad Meltzer Great Explorers: Chris Columbus and Neil Armstrong by Charlotte Guillain <b>Purpose:</b> Immersion/ to inform <b>Unit:</b> Fact file on Neil Armstrong/ Christopher Columbus Commentary on the moon landing/ landing in the Americas <b>Independent:</b> Create fact file on own chosen historical figure	<b>Purpose:</b> To inform <b>Unit:</b> Personal experience: - Something they have done at home <b>Grammar:</b> - Statements, Questions and Exclamations - Question Marks and Exclamation Marks - (RECAP) Simple Sentences	<b>Text:</b> The Pea and the Princess by Mini Grey <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Setting description of the garden <b>Grammar:</b> - (RECAP) Identify Capital Letters and Full Stops for Sentences	<b>Text:</b> The Pea and the Princess by Mini Grey <b>Purpose:</b> To entertain <b>Unit:</b> Retelling of a known story (Narrative) (Children could select their favourite part and retell or be given a section/whole story): - Write the story from the Queen's point of view in 'The Princess and the Pea' <b>Grammar:</b> - Main Clauses	<b>Text:</b> BBC Teach Florence Nightingale (Video) <b>Purpose:</b> Immersion/ to inform <b>Unit:</b> Writing in role: - A letter from Florence home from the war describing her experiences - A letter from Florence's family to Florence - Diary entry <b>Grammar:</b> - Co-ordinating Conjunctions	<b>Text:</b> How to be a Sports Star by Paul Mason <b>Purpose:</b> Immersion/ to explain <b>Unit:</b> Explanation: - How to be a great athlete <b>Grammar:</b> - (RECAP) Simple Sentences
Autumn 2							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Text:</b> The Day the Crayons Quit by Drew Daywalt	<b>Text:</b> The Day the Crayons Quit by Drew Daywalt	<b>Text:</b> The True Story of the Three Little	<b>Text:</b> The True Story of the Three	<b>Purpose:</b> To inform	<b>Text:</b> Quentin Blake Poetry Collection	<b>CHRISTMAS</b> <b>Text:</b> A Place to Call Home by Alexis Deacon	

<b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Writing in role of a character: - Diary Entry  <b>Grammar:</b> - (RECAP) Simple Sentences	<b>Purpose:</b> To entertain <b>Unit:</b> Narrative Innovation: - Create a new item that quits  <b>Independent:</b> Choose a different everyday item that quits and write from that perspective  - (RECAP) Identify Capital Letters and Full Stops for Sentences	Pigs by John Scieszka <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Retelling of a known story (Narrative) (Children could select their favourite part and retell or be given a section/whole story): - Change to first/third person  <b>Grammar:</b> - (RECAP) Main Clauses	Little Pigs by John Scieszka <b>Purpose:</b> To inform <b>Unit:</b> Police incident report  <b>Grammar:</b> - Subordinate Clauses and Subordinating Conjunctions	<b>Unit:</b> Personal experience: - Something they have done at home  <b>Grammar:</b> - Nouns - Adjectives	<b>Purpose:</b> Immersion/ Poetry <b>Unit:</b> - Response to poetry - Write own similar poems  <b>Grammar:</b> - Types of Noun - Possessive Apostrophes	<b>Purpose:</b> Immersion/ to inform <b>Unit:</b> Writing in role: - Monologue from the house's point of view missing the seven furry brothers (A Place to Call Home) - Seeing a new location for the first time (A Place to Call Home)  <b>Grammar:</b> - Commas for Lists
--	---	--	---	---	---	---

### Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Text:</b> Mairi Hedderwick Author Study (Katie Morag books) <b>Purpose:</b> Immersion/ to inform <b>Unit:</b> Postcard explaining what they have found out about the Isle of Coll  <b>Grammar:</b> - (RECAP) Simple Sentences	<b>Text:</b> Mairi Hedderwick Author Study (Katie Morag books) <b>Purpose:</b> To influence <b>Unit:</b> - Advert for Isle of Coll  <b>Grammar:</b> - Verbs - Command Sentences	<b>Text:</b> Where the Wild Things Are by Maurice Sendak <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Retelling of a known story (Narrative) (Children could select their favourite part and retell or be given a section/whole story)  <b>Grammar:</b>	<b>Text:</b> Where the Wild Things Are by Maurice Sendak <b>Purpose:</b> To entertain <b>Unit:</b> Innovation of a known story (Narrative): - Being King of their own Kingdom - From an alternative view point  <b>Grammar:</b> - (RECAP) Verbs - Auxiliary Verbs	<b>Text:</b> Flight of the Honey Bee by Raymond Huber (Report) <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Setting description  <b>Independent:</b> Select own part of the story for description  <b>Grammar:</b> - Subject-Verb Agreement	<b>Purpose:</b> To inform <b>Unit:</b> Personal experience: - Something they have done at school (e.g. school trip to Botanical Gardens)  <b>Grammar:</b> - Apostrophes for Contraction - (RECAP) Apostrophes for Possession

- (RECAP) Identify Capital Letters and Full Stops for Sentences		- (RECAP) Main Clauses and Co-ordinating Conjunctions - (RECAP) Subordinate Clauses and Subordinating Conjunctions			
Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	
<b>Text:</b> The Tiger Child by Joanna Troughton <b>Purpose:</b> Immersion/ to inform <b>Unit:</b> Warning Poster  <b>Grammar:</b> - (RECAP) Verbs - Adverbs to affect Verbs	<b>Text:</b> The Tiger Child by Joanna Troughton <b>Purpose:</b> To entertain <b>Unit:</b> Innovation on a known narrative: - Alternative version from villager’s perspective  <b>Grammar:</b> - Adverbs to affect Verbs	<b>Purpose:</b> To inform <b>Unit:</b> Personal experience: - Something they have done at school (e.g. recount of India Day)  <b>Grammar:</b> - (RECAP) Nouns - Noun Phrases	<b>Text:</b> Ask Dr K. Fisher about Planet Earth... by Claire Llewellyn (Report) <b>Purpose:</b> Immersion/ to inform <b>Unit:</b> Non-chronological report on different Earth features (e.g. rivers, mountains)  <b>Grammar:</b> - (RECAP) Capital Letters and Full Stops	<b>Text:</b> Ask Dr K. Fisher about Planet Earth... by Claire Llewellyn (Report) <b>Purpose:</b> To inform <b>Unit (independent):</b> Choose from a list of given Earth features  <b>Grammar:</b> - (RECAP) Verbs - (RECAP) Command Sentences	
Summer 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Text:</b> Seaside Scientist by Mick Manning (Report) <b>Purpose:</b> Immersion/ to explain <b>Unit:</b> What its like to go to the beach  <b>Grammar:</b> - (RECAP) Verbs - Progressive Form	<b>Text:</b> Seaside Scientist by Mick Manning (Report) <b>Purpose:</b> To inform <b>Unit:</b> Non-chronological report about rockpools  <b>Independent:</b> Choose own aspect of the seaside	<b>Text:</b> Anthony Browne (The Tunnel) <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Narrative imitation  <b>Grammar:</b> - Converting Nouns into Verbs and Vice Versa- (RECAP) Adverbs to affect Verbs	<b>Text:</b> Anthony Browne (The Tunnel) <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Narrative innovation (independent)  <b>Grammar:</b> - (RECAP) Adjectives	<b>Text:</b> The Twits by Roald Dahl <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Description of Mr Twit’s beard	<b>Text:</b> The Twits by Roald Dahl <b>Purpose:</b> To guide <b>Unit:</b> Instructions: - How to make wormy spaghetti  <b>Grammar:</b> - (RECAP) Commas for Lists

Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Text:</b> The Twits by Roald Dahl <b>Purpose:</b> To entertain <b>Unit:</b> (Independent) Narrative innovation: - Write own trick  <b>Grammar:</b> Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.	<b>Text:</b> The Bear and the Piano by David Litchfield <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Writing in role: - Feelings of the piano being played by a bear - Feelings of the bear playing the piano Diary: - The experiences of the bear - The bear's experience of New York compared to his experience of the forest  <b>Independent:</b> Diary of own feelings about a particular event in their life  <b>Grammar:</b> Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.		<b>Purpose:</b> To inform <b>Unit:</b> Personal experience: - Something they have done at school (e.g. recount of Seaside Day)  <b>Grammar:</b> Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.	<b>Text:</b> The Owl and the Pussy Cat by Ian Beck <b>Purpose:</b> Immersion/ Poetry <b>Unit:</b> - Response to poetry - Write own similar poems  <b>Grammar:</b> Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.	<b>Purpose:</b> To inform <b>Unit:</b> Personal experience: - Pupil choice (independent)  <b>Grammar:</b> Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.