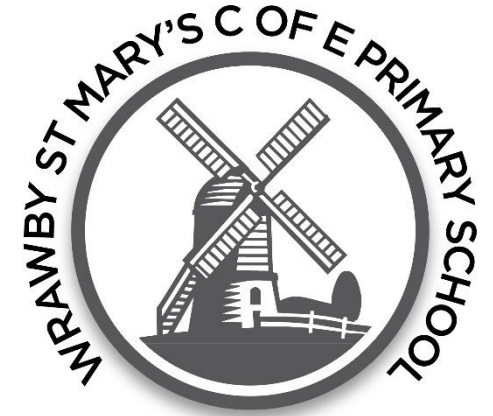




WRITING LONG TERM PLAN PROGRESSION DOCUMENT: YEAR TWO/THREE

WRAWBY ST MARY'S C of E PRIMARY SCHOOL

Our School Vision

At Wrawby St Mary's Primary School, we strive for a full life in mind, body, heart and spirit to plan, prosper and give hope and a future to all. We believe in a journey of education enabling every child to feel love, challenge and excitement as they access skills to build future pioneers and leaders.
Our school is a beacon of hope and a sign of the kingdom.

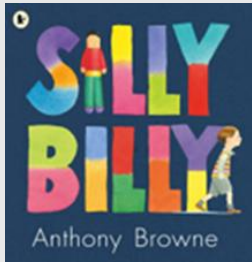
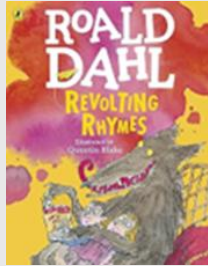
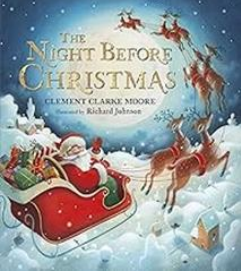
'Hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us.'

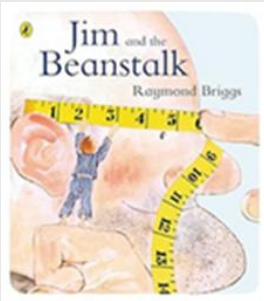
Romans 5:5

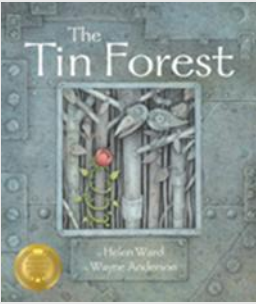
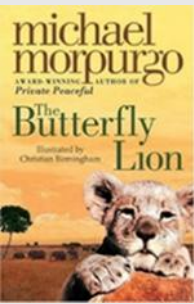
Our Church School Values

Our Wrawby Values are Christian values under the overarching universal value of Hope.

- *Love*
- *Peace*
- *Forgiveness*
- *Kindness*
- *Perseverance*
- *Self-control*

	Autumn Term 1				Autumn Term 2				
Text	Silly Billy by Anthony Browne (5-6 weeks) Genre: Fiction – Picture book			Revolting Rhymes by Roald Dahl (1-2 weeks) Genre: Poetry		The Jenius by Dick King-Smith (5 weeks) Genre: Narrative – Animal fiction		The Night Before Christmas by Clement Moore and Sue Buswell (2 weeks) Genre: Poetry	
Book themes, links to school Christian values, DEI coverage, Golden threads (e.g., Black history, women in history)	Anxiety Children’s Mental Health			Fairy Tales - reimagined		Friendship Responsibility Perseverance		Magic of Christmas	
Cross-curricular links								RE – Christmas Unit	
Main outcome	Narrative: Story writing Re-tell the story		Non-Fiction – Diary entry Diary entry as Billy	Poetry		Narrative: Story writing Change the main character	Non-Fiction - Instructions How to look after a pet guinea pig	Poetry	
Retrieval Writing (previously known as short burst writing)	Re-tell/Sequencing		Character study/feelings	Rhyming patterns poem		Setting description	Fact sheet	Setting description	
Audience/ Form Fiction Non-fiction	Narrative Storytelling		Non-Fiction Diary writing	Poetry Unit Rhyming patterns		Narrative Change the main character	Instructions How to look after a pet	Poetry Unit 5-line poetry	
Purpose	To entertain		To inform/entertain	To entertain		To entertain	To inform	To entertain	
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.	Spelling	○ Suffixes: -ing, -ed, -ly, -er ○ C as s soft c (s)	○ Suffixes: -ly * ○ Homophones*	○ Ch ('k') ○ Word families based on common words	○ Double consonants ○ Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	○ Suffixes: -ed, -ing, -ment, -tion* ○ Prefixes: in, il	○ Possessive apostrophe ○ Silent letters		
	Sentences	○ Understanding and writing simple and compound sentences ○ Use expanded noun phrases	○ Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) ○ Know and use pronouns ○ Know what a personal pronoun is: I/me/we/us/you/she/it/him/her/they &them	○ Understanding and writing simple and compound sentences* ○ Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) *	○ Understanding and writing simple and compound sentences* ○ Use expanded noun phrases* ○ Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	○ Recognise and write different sentence types: -statement -question -exclamation (how or what and a verb) -command ○ Use interesting verbs when writing ○ Use adverbs as connectives: then/next/soon	○ Understanding and writing simple and compound sentences* ○ Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) *		
	Punctuation	○ Capital letters ○ Full stops ○ Question marks	○ Capital letters* ○ Full stops*	○ Capital letters* ○ Full stops* ○ Question marks* ○ Exclamation marks	○ Capital letters* ○ Full stops* ○ Question marks*	○ Capital letters* ○ Full stops* ○ Question marks*	○ Capital letters* ○ Full stops* ○ Commas in lists ○ Colon (before a list)	○ Capital letters* ○ Full stops* ○ Question marks* ○ Exclamation marks*	
	Text/ genre features	○ Use of proper and common nouns ○ Correct choice and consistent use of present tense and past tense throughout writing ○ Introduction to paragraphs as a way to group related material	○ Use of proper and common nouns* ○ Use of I and me ○ Introduction to paragraphs as a way to group related material*	○ Introduction to paragraphs as a way to group related material ○ Write in stanzas for poetry	○ Use of proper and common nouns* ○ Correct choice and consistent use of present tense and past tense throughout writing* ○ Introduction to paragraphs as a way to group related material*	○ Introduction to paragraphs as a way to group related material* ○ Use of imperative verbs	○ Introduction to paragraphs as a way to group related material* ○ Write in stanzas for poetry*		

		Spring Term 1			Spring Term 2		
Text	Jim and the Beanstalk by Raymond Briggs (6-7 weeks)				Stig of the Dump Clive King (6 weeks)		
	Genre: Fairy Tales Reimagined				Genre: Narrative – Heritage Fiction		
Book themes, links to school Christian values, DEI coverage		Friendship Problem-solving Kindness			Friendship & Connection Adversity Environmental awareness		
Cross-curricular links		Science - Plants			History – Egyptian Civilization compared with Stone Age Europe at the same time		
Main outcome		Narrative: Story writing Change one element of the story	Non-fiction: Newspaper report Found: huge Beanstalk	Non-Fiction – Instructions How to grow a bean seed	Non-fiction: Recount	Narrative: add a new chapter What does Stig see at Grandma’s house?	
Other outcomes (Short Bursts/revisit writes)		Re-tell/Sequencing	Recount	Fact sheet	Diary Entry	Description of modern objects	
Audience/ Form Fiction Non-fiction		Narrative Storytelling inspired by the book	Non-Fiction Newspaper report	Non-Fiction: Instructions How to grow a bean	Non-Fiction: Recount Writing as Barnie, thinking about meeting Stig	Narrative Storytelling	
Purpose		To entertain	To inform	To inform	To inform/entertain	To entertain	
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.		Spelling	○ Suffixes: -ly, -er* ○ ch – (‘sh’)	○ s making z ○ y for i	○ Homophones*	○ Suffixes: -er, -ing, -ful, -cian ○ Prefixes: ir, re	
		Sentences	○ Use expanded noun phrases* ○ Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ○ Know, identify and apply nouns, verbs and adjectives ○ Use interesting verbs when writing	○ Possessive adjectives ○ Use prepositions relates a noun or pronoun to another word. ○ Use of relative clause: who/whom/which/whose. ○ Use causal and time conjunctions: use both subordination and coordination.	○ Use interesting verbs when writing ○ Use adverbs as connectives: then/next/soon	○ Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) ○ Know and use pronouns ○ Know what a personal pronoun is: I/me/we/us/you/she/it/him/her/they &them	○ Use expanded noun phrases* ○ Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ○ Know, identify and apply nouns, verbs and adjectives ○ Know and use adverbs (-ly starters) and adverbial phrases/fronted adverbials.
		Punctuation	○ Capital letters* ○ Full stops* ○ Question marks* ○ Commas to mark phrases or clauses ○ Using speech marks	○ Capital letters* ○ Full stops* ○ Question marks* ○ Start to use inverted commas (direct speech)	○ Capital letters* ○ Full stops* ○ Commas in lists* ○ Colon (before a list) * ○ Brackets	○ Capital letters* ○ Full stops*	○ Question marks* ○ Commas to mark phrases or clauses and after fronted adverbials ○ Start to use inverted commas (direct speech*) ○ Brackets*
		Text/genre features	○ Use of proper and common nouns* ○ Correct choice and consistent use of present tense and past tense throughout writing*	○ Headings and sub-headings to aid presentation ○ Singular and plural nouns	○ Introduction to paragraphs as a way to group related material* ○ Use of imperative verbs* ○ Use of correct homophones when writing	○ Use of proper and common nouns* ○ Use of I and me* ○ Introduction to paragraphs as a way to group related material*	○ Use of proper and common nouns* ○ Correct choice and consistent use of present tense and past tense throughout writing* ○ Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)

	Summer Term 1			Summer Term 2		
Text	The Tin Forest by Helen Ward (5 weeks) Genre: Fiction – Modern fable			The Butterfly Lion by Michael Morpurgo (6-7 weeks) Genre: Historical Fiction		
Book themes, links to school Christian values, DEI coverage	Faith Recycling Perseverance Gardeners & Caretakers of the World			Friendship Justice Morality		
Cross-curricular links	Geography – Extreme weather					History – The Victorians
Main outcome	Non-Fiction – Persuasion Should we recycle more within our school?		Narrative – change an element of the story Change the ending following the style of the author	Recount – school trip to Magna (Y2 Assessment)	Poetry Recipe – what makes a friend?	Narrative – Story telling Add a new chapter after Chapter 5
Other outcomes (Short Bursts/revisit writes)	List of for/against		Setting description – a new lake	Homophones	Use the suffix: -ful/less/	Setting description – peril in the plains
Audience/ Form Fiction Non-fiction	Persuasive Text Persuasive letter to the Headteacher		Narrative Change the ending, inspired by the book	Non-Fiction Recount – trip to Magna Science Museum	Performance Poetry Friendship poem inspired by Bertie and the Lion	Narrative Add a chapter in the style of the author
Purpose	To persuade		To entertain	To inform	To entertain	To entertain
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i>	Spelling	○ <i>Suffixes: -sure, -tion*, -ly*</i> ○ <i>Making o with ‘a’ after w or qu</i>	○ <i>Suffixes: -ily, -dge</i> ○ <i>ou</i> ○ <i>Sc for Latin origin</i>	○ <i>Y for i*</i> ○ <i>Double consonants*</i> ○ <i>Suffixes: -ssion,- ful*. -ment*, -ness</i>	○ <i>Prefixes: im, un, super</i> ○ <i>Silent letters*</i> ○ <i>Formation of adjectives using suffixes such as –ful, –less, -ment, -ly, -ness</i>	○ <i>Homophones*</i> ○ <i>Apostrophes for possession</i>
	Sentences	○ <i>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)</i> ○ <i>Know and use adverbs (-ly starters) and adverbial phrases/fronted adverbials*</i>	○ <i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) *</i> ○ <i>Know and use adverbs (-ly starters) and adverbial phrases/fronted adverbials*</i> ○ <i>To know and use simple and compound sentences in their writing (use of comma in a compound sentence).</i>	○ <i>Expressing time and cause using conjunctions, adverbs and prepositions*</i> ○ <i>Use causal and time conjunctions: use both subordination and coordination*</i>	○ <i>Synonyms</i> ○ <i>Antonyms</i> ○ <i>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) *</i>	○ <i>Subordination (using when, if, that, or because) and coordination (using or, and, or but) *</i> ○ <i>To know and use simple and compound sentences in their writing (use of comma in a compound sentence) *</i>
	Punctuation	○ <i>Capital letters*</i> ○ <i>Full stops*</i> ○ <i>Apostrophes to show singular possession</i> ○ <i>Apostrophes to mark contracted forms in spelling and singular possession in nouns</i> ○ <i>Apostrophes: (to mark plural possession)</i>	○ <i>Question marks*</i> ○ <i>Commas to mark phrases or clauses and after fronted adverbials*</i> ○ <i>Start to use inverted commas (direct speech *)</i> ○ <i>Brackets*</i>	○ <i>Capital letters and full stops*</i> ○ <i>Apostrophes to show singular possession*</i> ○ <i>Apostrophes to mark contracted forms in spelling and singular possession in nouns*</i>	○ <i>Capital letters*</i> ○ <i>Full stops*</i> ○ <i>Question marks*</i> ○ <i>Exclamation marks*</i>	○ <i>Commas to mark phrases or clauses and after fronted adverbials*</i> ○ <i>Start to use inverted commas (direct speech) *</i> ○ <i>Ellipses: to keep reader hanging on</i>
	Text/genre features	○ <i>Contractions: don’t, we’ve etc...</i> ○ <i>Introduction to paragraphs as a way to group related material *</i> ○ <i>Use of present perfect instead of simple past (‘have’ or ‘has’)</i>	○ <i>Use of proper and common nouns*</i> ○ <i>Correct choice and consistent use of present tense and past tense throughout writing*</i> ○ <i>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) *</i>	○ <i>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)</i>	○ <i>Introduction to paragraphs as a way to group related material*</i> ○ <i>Write in stanzas for poetry*</i>	○ <i>Correct choice and consistent use of present tense and past tense throughout writing*</i> ○ <i>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) *</i>