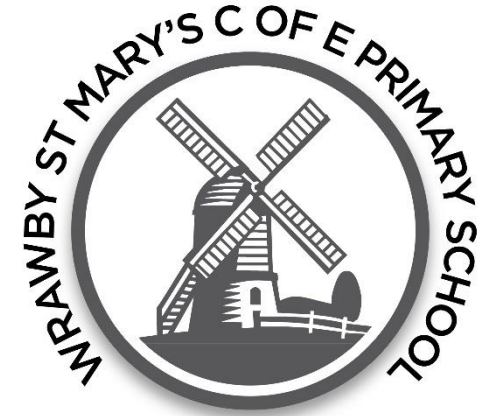




WRITING LONG TERM PLAN PROGRESSION DOCUMENT: YEAR TWO/THREE

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.

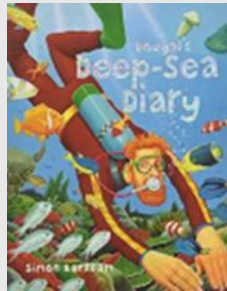
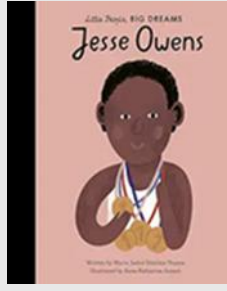
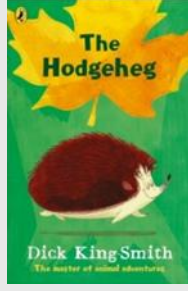
'Hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us.'

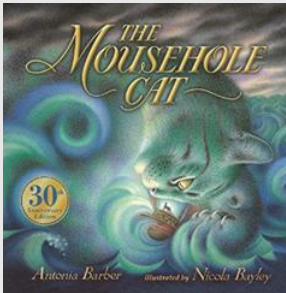
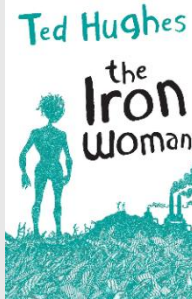
Romans 5:5

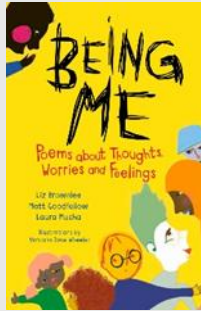
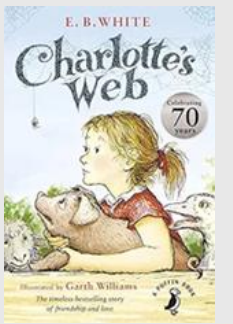
Our Church School Values

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	Man on The Moon by Simon Bartram (3-4 weeks) 		Dougal’s Deep Sea Diary by Simon Bartram (3 weeks) 		Little People, Big Dreams: Jesse Owens by Maria Isabel Sanchez Vegara (2 weeks) 		The Hodgeheg by Dick King-Smith (3 weeks) 		
	Genre: Contemporary Fiction		Genre: Contemporary Fiction		Genre: Non-Fiction – Non-Chronological Report		Genre: Fiction – Animal story, adventure		
Book themes, links to school Christian values, DEI coverage, Golden threads (e.g., Black history, women in history)	Adventure Curiosity Humour & Playfulness Misconceptions		Adventure Discovery Family traits Emotional growth		Diversity, Race & Inclusion Hope Perseverance Pioneers & Leaders		Family and Personal growth Determination Perseverance Road safety		
Cross-curricular links	Science				Black History Month				
Main outcome	Narrative – Story writing New adventure for Bob - something happens on the moon which is a problem that needs solving		Non-Fiction - Diary Entry Dougal’s next adventure, written as a diary entry		Non-chronological Report The life of Jesse Owens		Explanation Text How to cross the road safely		Poetry Unit Animal poems
Retrieval Writing (previously known as short burst writing)	Setting description Creature descriptions		Setting description		Fact sheet		Instructions		Research
Audience/ Form Fiction Non-fiction	Narrative Change an element of the story		Diary Entry 1 st person, new adventure		Character description Files/information leaflet		Non-fiction Information Text/guide		Animal poems What animal am I?
Purpose	To entertain		To inform/entertain		To inform		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’)		- Double consonants - 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		- 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.		- 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* - Commas in lists - Colon (before a list)		- 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*		- 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		Write in stanzas for poetry

		Spring Term 1		Spring Term 2		
Text	The Mousehole Cat by Antonia Barber (3 weeks)  Genre: Historical Fiction		The Iron Man by Ted Hughes (3 weeks)  Genre: Heritage Literature		The Iron Woman By Ted Hughes (3 weeks)  Genre: Heritage Literature The Stolen Spear by Saviour Pirotta (3 weeks)  Genre: Historical Fiction	
	Community spirit and Folklore Courage & Loyalty Hope Resilience		Friendship Understanding Transformation Acceptance		Environmentalism and feminism, Redemption and change Bravery & Self-discovery Hope Perseverance	
Book themes, links to school Christian values, DEI coverage				History – Stone Age to Iron Age		
Cross-curricular links						
Main outcome		Narrative Adding more detail for impact		Non-fiction - discussion text Is the Iron Woman right to take revenge on mankind?		
Other outcomes (Short Bursts/revisit writes)		Setting description		For and against listing		
Audience/ Form Fiction Non-fiction		Fiction based on real events		Non-Fiction Discussion about right and wrong		
Purpose		To entertain		To discuss		
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.		Spelling	- o Suffixes: -ly, -er* - o ch – ('sh')	- o s making z - o y for i - o Homophones*	- o Suffixes: -er, -ing, -ful, -cian - o Prefixes: ir, re	
		Sentences	- o Use expanded noun phrases* - o Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) * - o Know, identify and apply nouns, verbs and adjectives - o Know and use adverbs (-ly starters) and adverbial phrases/fronted adverbials.	- o Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) * - o Know and use adverbs (-ly starters) and adverbial phrases/fronted adverbials* - o To know and use simple and compound sentences in their writing (use of comma in a compound sentence).	- o Possessive adjectives - o Use prepositions relates a noun or pronoun to another word. - o Use of relative clause: who/whom/which/whose. - o Use causal and time conjunctions: use both subordination and coordination.	
		Punctuation	- o Question marks* - o Commas to mark phrases or clauses and after fronted adverbials - o Start to use inverted commas (direct speech) * - o Brackets*	- o Question marks* - o Commas to mark phrases or clauses and after fronted adverbials* - o Start to use inverted commas (direct speech) * - o Brackets*	- o Capital letters* - o Full stops* - o Question marks*	
		Text/genre features	- o Use of proper and common nouns* - o Correct choice and consistent use of present tense and past tense throughout writing* - o 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)	- o Use of proper and common nouns* - o Correct choice and consistent use of present tense and past tense throughout writing* - o 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) *	- o Headings and sub-headings to aid presentation - o Singular and plural nouns	
				- o Contractions - o Silent letters* - o Homophones*		
				- o Use expanded noun phrases* - o Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - o Know, identify and apply nouns, verbs and adjectives - o Know and use adverbs (-ly starters) and adverbial phrases/fronted adverbials.		
				- o Question marks* - o Commas to mark phrases or clauses and after fronted adverbials - o Start to use inverted commas (direct speech) * - o Brackets*		
				- o Use of proper and common nouns* - o Correct choice and consistent use of present tense and past tense throughout writing* - o 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	Being Me By Liz Brownlee, Matt Goodfellow and Laura Mucha (2 weeks) 		Ossiri and the Bala Mengro by Richard O’Neill (2 weeks) 		Charlotte’s Web by E. B. White (6-7 weeks) 	
	Genre: Modern Poetry		Genre: Stories from Another Culture		Genre: Heritage Fiction	
Book themes, links to school Christian values, DEI coverage	A collection of poems dealing with: - worries - anxieties		Cultural identity Gypsy Roma Traveller Community Recycling and Resourcefulness Folklore & Ttradition		Friendship & Loyalty Compassion & Community Hope Self-sacrifice & Selflessness	
Cross-curricular links	History		GRT Month - June	Geography		
Main outcome	Poetry – Shape Poem Inspired by Matt Goodfellow		Non-fiction - Information Text create own original ogre	Non-Fiction - Discussion Text Why do people go to Spain for their holiday?	Non-fiction – Non-chronological Report Spiders	Narrative – Story Writing A new animal friend arrives at the farm. How does it interact with Fern, Wilbur and Charlotte?
Other outcomes (Short Bursts/revisit writes)	Kennings Poetry Viking Raiders		Character descriptions & comparisons	Information text	Research Factsheets	Diary entry as Fern
Audience/ Form Fiction Non-fiction	Poetry Unit		Non-Fiction Create own ogre description	Non-Fiction Discussion Text based on previous Geography unit	Non-Fiction Non-chronological report about a chosen species of spider	Narrative Inspired by the book
Purpose	To entertain		To inform	To discuss	To inform	To entertain
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.	Spelli ng	- Suffixes: -sure, -tion*, -ly* - Making o with ‘a’ after w or qu	- Suffixes: -ily, -dge - ou Sc for Latin origin	- Y for i* - Double consonants*	- Suffixes: -ssion,- ful*. -ment*, -ness - Prefixes: im, un, super	- Silent letters* - Homophones* - Apostrophes for possession
	Sentences	- Synonyms - Antonyms - Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) *	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)	Know and use adverbs (-ly starters) and adverbial phrases/fronted adverbials*	- Synonyms* - Antonyms* - Expressing time and cause using conjunctions, adverbs and prepositions* - Use causal and time conjunctions: use both subordination and coordination*	Subordination (using when, if, that, or because) and coordination (using or, and, or but) * - To know and use simple and compound sentences in their writing (use of comma in a compound sentence) * - 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)
	Punctuation	- Capital letters* - Full stops* - Question marks* - Exclamation marks*	- Capital letters* - Full stops* - Apostrophes to show singular possession - Apostrophes to mark contracted forms in spelling and singular possession in nouns	- Apostrophes to show singular possession - Apostrophes to mark contracted forms in spelling and singular possession in nouns - Apostrophes: (to mark plural possession)	- Apostrophes to show singular possession* - Apostrophes to mark contracted forms in spelling and singular possession in nouns*	- Commas to mark phrases or clauses and after fronted adverbials* - Start to use inverted commas (direct speech) * - Ellipses: to keep reader hanging on
	Text/genre features	- Introduction to paragraphs as a way to group related material* - Write in stanzas for poetry*	- Contractions: don’t, we’ve etc... - Headings and sub-headings to aid presentation - Singular and plural nouns	Use of present perfect instead of simple past (‘have’ or ‘has’)	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)	- 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) *