

Spring 1 Term Y2	Retell and innovate a simple African Folktale based on Anansi by Gerald McDermott and write a simple clear and recount of a real event; after a visit to Knowsley Safari Park.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words <i>so and or</i> but to extend sentences (co-ordination). • Use sentences with different forms: statements. questions and commands. (To address the reader: Did you know that... or What a great day it was) • With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. • Use commas to separate items in a list. explore how commas are used to separate adjectives in lists as well as nouns. • Use subordination for time using <i>before, when, while, as and after</i> and cause <i>so</i> and <i>because</i> • Use the subordinating conjunction <i>that</i> in sentences and use in narrative writing, • Generate, select, and effectively use verbs. Use the past tense consistently. • Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, • Generate, select and effectively use nouns. • Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases. • Use capital letters and full stops accurately. explore the use of capitalisation for proper nouns used in recount for place names.
Composition Drafting and writing	<ul style="list-style-type: none"> • Orally rehearse every sentence before writing, including those which have been extended. • Identify purpose and audience for writing. Discuss structure needed. Plan and write clear sections, drafting short sections as appropriate. • Section story into beginning, middle and end to sequence the events (short with few characters. Simple structure with beginning, complication and resolution where a lesson is learnt) • Establish the setting in the first line. • Characters are animals with human characteristics and traits. Be specific with character description e.g. A crafty stork...a timid lion... • Limited use of description because events are more important than settings • The passing of time reflected by using adverbs of time or adverbial. Collect a range of words and phrases to support chronology e.g. on Monday, last week, later on, One time • Use phrases from story language • Use 3 rd person consistently in narrative and 1st person in recount. • Include relevant and specific detail and description to inform the reader • Include personal comments and own viewpoint in recount. • Read recounted information and discuss how information is related. Create simple timelines to record the order of events • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!
Composition planning	<ul style="list-style-type: none"> • Discuss and plan what to write about. • Edit and improve own writing with some signposting from the teacher. • Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults. • Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs.

Spring 2 Term Y2	Write a recount of a historical event and write a fictional recount (in the form of a diary) based on Vlad and the Great Fire of London by Kate Cunningham
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words <i>so but and or</i> (co-ordination). • Use sentences with different forms: statements, questions and commands to address the reader in diary and as sub heading in recount. • With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. • Use commas to separate items in a list. • Use subordination for time using when, as, while, before and after. • Use subordination for reason using <i>if</i> • Use the subordinating conjunction <i>that</i> in sentences. • Generate, select, and effectively use verbs. Use the past tense consistently and explore irregular verb forms. • Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, • Generate, select and effectively use nouns. • use adjectives to create simple expanded noun phrases to provide detail for the reader. • Order events with adverbs of time • Use capital letters and full stops accurately. explore the use of capitalisation for proper nouns used in recount for place names.
Composition Drafting and writing	<ul style="list-style-type: none"> • Orally rehearse every sentence before writing, including those which have been extended. • Identify purpose and audience for writing, discuss structure needed, plan and write clear sections, drafting short sections as appropriate. • Edit and improve own writing with some signposting from the teacher, • Include specific and relevant detail and description to inform the reader and give clarity. • Write diary in 1 st person • Set the scene with a clear opening and establish the context. • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had! • Use openings and closings e.g. dear diary, opening statement to state why you are writing, • Consistent use of past tense throughout writing and correct choice of verb forms e.g. I walked, we ran, she spoke, they were watching • Use accurate historical detail -what people are wearing, buildings, horse drawn carriage. Some archaic language might be appropriate • Create simple timelines to record the order of events • Include personal comments and viewpoint in role of the character of Boxton.
Composition planning	<ul style="list-style-type: none"> • Discuss and plan what to write about. • Edit and improve own writing with some signposting from the teacher. • Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults. • Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs