



Grammatical Terminology children should use in Year 2: noun. noun phrase, statement, question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe and comma.

(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

Hook: Read a description of The Tin Man (book extract). Children label him with features. Give vocabulary and pictures to support. This can be done in pairs. Then take ideas from the class to add to a large mind map for your working wall. Be creative (prep a large sketch or 3D version of the Tin Man. You may wish to use recycled materials to create him. You may also wish to watch a clip from the movie. Give pupils a sentence stem to enhance their articulation of their ideas.

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks I & 2	Day I Hook	I know when	I can correct	Read a description of The Tin Man (book
Character Description	WOTD  Quick Spa- Add the capitals and full stops.  Hook	capital letters and full stops are needed.	the capital letters. I can put in the full stops.	extract). Children label him with features. Give vocabulary and pictures to support. This can be done in pairs. Then take ideas from the class to add to a large mind map for your working wall. Be creative (prep a large sketch or 3D version of the Tin Man. You may wish to use recycled materials to create him. You may also wish to watch a clip from the movie. Give pupils a sentence





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The Wizard of Oz	(drama/video/clue			stem to enhance their articulation of their
(2weeks)	hunt/scenario/text			ideas.
	reveal)			
You may wish to focus				
on a range of				
characters from the	Day 2 WAGOLL	I know when	I can correct	Pupils (explore) read and deconstruct a
story.	Day 2 Wridoll	capital letters	the capital	model text (WAGOLL).
		<b>'</b>	letters.	Identify new writing features (and
	Mighty Writers	and full		previously taught ones)
		stops are	I can put in the full stops.	Opportunities for echo reading.
		needed.	me fun siops.	Opportunities for echo redaing.
	WOTD			
	O: al. C A.l.d			Describe what the character looks
	Quick Spa- Add			like.
	the capitals and			
	full stops.			





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WAGOLL			Describe how the characters acts, speaks, and moves.  Describe what the character thinks and feels.  Use interesting adjectives.  (Focus on up to 5/6 pupils each lesson for in-depth live marking and verbal feedback).
Day 3	I know when	I can correct	<u>Shared plan and write -</u> Teacher led
	capital letters	the capital	shared write modelling the features of the
<u>Mighty Writers</u>	and full	letters.	text type. (Teacher to explicitly model





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	stops are	I can put in	writing and editing process_including
WOTD	needed.	the full stops.	taught elements),
Quick Spa- Add the capitals and full stops.  Shared Write Whole class.			Pupils contribute to the ideas and vocabulary choices.  Put on working wall. Print a copy for books.





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Day 4 S	Shared I know how	I can use	Pupils construct a shared write in a mixed
write 3s	to use	adjectives in	ability group on paper in 3s.
	expanded	my writing.	
Mighty V	<u>Vriters</u> noun		
	phrases.		
WOTD			
SPaG S	ikill I with		
oral reh	earsal.		
(Explicit	teaching		
of new o	σr		
previous	sly taught		
SPaG sl	kill)		
Shared	Write in		
3s.			





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Day 5 Plan and Draft Paragraph I  Mighty Writers  WOTD  SPaG Skill I with oral rehearsal (Explicit teaching	I know how to use expanded noun phrases.	I can use adjectives in my writing.	Shared plan for paragraph I. Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph.  (Focus on 5/6 pupils each lesson for indepth live marking and verbal feedback),
oral rehearsal			aepin live marking and verbal feedback),





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<u>Writing</u>			
Day 6 Plan and	I know that	I can use the	Shared plan for paragraph 2. Model
Draft Paragraph	the	conjunctions	writing and thought process with a focus
2	conjunctions	'and' 'but' and	on today's skill. Pupils independently write
	'and' 'but'	'because' to	l paragraph.
<u>Mighty Writers</u>	and 'because'	join ideas.	
<u>WOTD</u>	can be used to join ideas.		(Focus on 5/6 pupils each lesson for indepth live marking and verbal feedback),
<u>SPaG Skill 2</u> with			
oral rehearsal			
(Explicit teaching			
of new or			





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previously taught SPaG skill)			
<u>Writing</u>			
Day 7 Plan and	I know that	I can use the	Shared plan for paragraph 3. Model
Draft Paragraph	the	conjunctions	writing and thought process with a focus
3	conjunctions	'and' 'but' and	on today's skill. Pupils independently write
	'and' 'bul'	'because' to	I paragraph.
<u>Mighty Writers</u>	and 'because'	join ideas.	
LICTO	can be used		(Focus on 5/6 pupils each lesson for in-
<u>WOTD</u>	to join ideas.		depth live marking and verbal feedback),
<u>SPaG Skill 2 with</u>			-
oral rehearsal			





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'	icit teaching		
of ue	ew or		
previo	ously taught		
SPaC	g skill)		
Writin	<u>ng</u>		
Day 8	8 Plan and I know that	I can use a ?	Shared plan for paragraph 4 (Conclusion)
Draft	Paragraph a ? is used	after a	Model writing and thought process with a
4	after a	question.	focus on today's skill. Pupils independently
	question.		write I paragraph.
Might	ty Writers		
LIOTI	<b>D</b>		(Focus on 5/6 pupils each lesson for in-
WOTI	υ		depth live marking and verbal feedback),





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SPaG Skill 3 with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)  Writing			
Day 9 Comprehension  WOTD  SPaG Skill 3 with oral rehearsal	I know that a? is used after a question.	I can use a ? after a question.	Comprehension lessons lesson  Introduce retrieval, inference and vocabulary  VIPERS skills.  (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),





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(Explicit teaching of new or previously taught SPaG skill) Edit and up level			
Day 10 Publish 2 <sup>nd</sup>	SPAG QUIZ	I can redrast my	Best Writing (1 hour)
Draft	OF THIS	writing.	(2 <sup>nd</sup> Draft)
·	UNIT'S		
	FEATURES		All pupils are to redrast their sinal piece
			to complete the writing cycle including
			improvements from the previous lesson.





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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

Hook: Children receive a letter from Dorothy explaining all of the things she has seen on her journey. Pupils discuss the sequence of events.

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 3 & 4	Day I Hook	I know when	I can correct	Introduce the hook. Children receive a
		capital letters	the capital	letter from Dorothy explaining all of the
O The	WOTD	and full	letters.	things she has seen on her journey. Pupils
Fiction Narrative retell of the class text.	Quick SPaG- Add the capitals and full stops.  Hook (drama/video/clue hunt/scenario/text reveal)	stops are needed.	I can put in the full stops.	discuss the sequence of events.





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	Day 2 WAGOLL  Mighty Writers  WOTD  Quick SPaG- Add the capitals and full stops.  WAGOLL	I know when capital letters and full stops are needed.	I can correct the capital letters. I can put in the full stops.	Pupils (explore) read and deconstruct a model text (WAGOLL).  Feature Achieved  Sentences begin with a capital letter.  Sentences end with a full stop.  Characters are included.  Characters are described.  A setting is included.  A setting is described.  The beginning establishes the characters, setting and a triggering event.  The main text includes sequential events.  The solution is included.  Identify new writing features (and previously laught ones)  Opportunities for echo reading.
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			(Focus on up to 5/6 pupils each lesson for in-depth live marking and verbal feedback).
Day 3	SPAG QUIZ	I can correct	Shared plan and write - Teacher led
	OF THIS	the capital	shared write modelling the features of the
Mighty V	<u>Vriters</u> UNIT'S	letters.	text type. (Teacher to explicitly model
	FEATURES.	I can put in	writing and editing process_including
WOTD		the full stops.	taught elements),
Ouick St	PaG- Add		Pupils contribute to the ideas and
the capi			vocabulary choices.
tall stab			
			Put on working wall. Print a copy for
			books.





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Shared Write			
Whole class <u>.</u>			
Day 4 Shared	I know the	I can use	Pupils construct a shared write in a mixed
write 3s	jop of an	adverbs in	ability group on paper in 3s.
	adverbs.	my writing.	
Mighty Writers			
WOTD			
   SPaG Skill   wilh			
oral rehearsal.			





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(Explicit teach	ing		
of new or			
previously tau	ight		
SPaG skill)			
Shared Write	in 3s.		
Day 5 Plan a	nd I know the	I can use	Shared plan for paragraph 1. Model writing
Draft Paragro		adverbs in	and thought process with a focus on
	adverbs.	my writing.	today's skill. Pupils independently write I
Mighty Writers	<u>5</u>		paragraph.
<u>WOTD</u>			(Focus on 5/6 pupils each lesson for in-
			depth live marking and verbal feedback),





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SPaG Skill I with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)			
Writing			
Day 6 Plan and	I know that	I can use	Shared plan for paragraph 2. Model
Draft Paragraph 2	an	apostrophes	writing and thought process with a focus
Mighty Writers  WOTD	apostrophe can show possession.	possession in my writing.	on today's skill. Pupils independently write I paragraph.





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SPaG Skill 2 with oral rehearsal (Explicit teaching			(Focus on 5/6 pupils each lesson for indepth live marking and verbal feedback),
of new or previously taught SPaG skill)			
<u>Writing</u>			
Day 7 Plan and	I know that	I can use	Shared plan for paragraph 3. Model
Draft Paragraph 3	an	apostrophes	writing and thought process with a focus
<u>Mighty Writers</u> <u>WOTD</u>	apostrophe can show possession.	for possession in my writing.	on today's skill. Pupils independently write I paragraph.





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	SPaG Skill 2 with oral rehearsal			(Focus on 5/6 pupils each lesson for indepth live marking and verbal feedback),
(	Explicit teaching			,
	of new or			
p	previously taught			
	SPaG skill)			
	Writing			
	Day 8 Plan and	I know that	I can use	Shared plan for paragraph 4 (Conclusion)
	Draft Paragraph 4	conjunctions	when, if, that,	Model writing and thought process with a
	, , ,	can be used	or because in	focus on today's skill. Pupils independently
<u> </u>	Mighty Writers	for	my writing.	write I paragraph.
	LOTO	subordination		
<u> </u>	<u>WOTD</u>	(using when,		





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SPaG Skill 3 with oral rehearsal (Explicit leaching of new or previously laught SPaG skill)	if, that, or because).		(Focus on 5/6 pupils each lesson for indepth live marking and verbal feedback),
Day 9 Comprehension  WOTD  SPaG Skill 3 with oral rehearsal	I know that conjunctions can be used for subordination (using when,	I can use when, if, that, or because in my writing.	Comprehension lessons lesson  Introduce retrieval, incerence and vocabulary  VIPERS skills.  (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),





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(Explicit teaching of new or previously taught SPaG skill) Edit and up level.	if, that, or because).		
Day 10 Publish 2 <sup>nd</sup>	SPAG QUIZ	I can redraft	Best Writing (1 hour)
Draft	OF THIS	my writing.	(2 <sup>nd</sup> Draft)
·	UNIT'S		·
	FEATURES		All pupils are to redraft their final piece to
			complete the writing cycle including
			improvements from the previous lesson.
			·





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(Please build in daily opportunities for editing in Year 2 at the end of each writing lesson. 5 minutes of CUPS/ARMS)

Hook: Watch Little Red Riding Hood and the Wolf by Roald Dahl (youtube.com)

https://childrens.poetryarchive.org/poem/little-red-riding-hood-and-the-wolf/

You may wish to dress up as one of the characters from the text or have some props from the story.

Compare the similarities and differences with Roald Dahl's version and the Traditional Tale version of Little Red Riding Hood.

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 5 & 6	Day I Hook	I know	I can	Hook: Watch Little Red Riding Hood and
		when	correct the	the Wolf by Roald Dahl (youtube.com)
	WOTD	capital	capital	https://childrens.poetryarchive.org/poem/littl
	WOID	letters and	lellers.	e-red-riding-hood-and-the-wolf/
	Quick SPaG-	full stops	I can put	You may wish to dress up as one of the
	Add the capitals	are needed.	in the full	characters from the text or have some
	and full stops.		stops.	props from the story.





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	(drama/video/clu e hunt/scenario/tex t reveal)			Compare the similarities and differences with Roald Dahl's version and the Traditional Tale version of Little Red Riding Hood.
Little Red Riding Hood.				
Character Description or	Day 2 WAGOLL	I know	I can	Pupils (explore) read and deconstruct a
Wanted Poster		when	correct the	model text (WAGOLL).
(2weeks)	Mighty Writers	letters and	capital letters. I can put	Identify new writing features (and previously taught ones) Opportunities for echo reading.
You may wish to focus on a		are needed.	in the full	
range of characters from the	WOTD		stops.	
story. (Little Red Riding				Describe what the character looks
Hood, Grandma or the Wolf).				like.





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Quick	SPaG-		Describe how the characters acts,
Add !	he capitals		speaks, and moves.
and f	ull stops.		Describe what the character
			thinks and feels.
WAGO	DLL		Use interesting adjectives.
			(Focus on up to 5/6 pupils each lesson for
			in-depth live marking and verbal feedback).
Day 3	I know	I can	<u>Shared plan and write - Teacher led</u>
	when	correct the	shared write modelling the features of the
Might	y Writers capital	capital	text type. (Teacher to explicitly model
	letters and	letters.	





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WOTD  Quick SPaG- Add the capitals and full stops.  Shared Write Whole class.	are needed.	stops.	writing and editing process_including taught elements), Pupils contribute to the ideas and vocabulary choices. Put on working wall. Print a copy for books.
Day 4 Shared	I know how	I can use	Pupils construct a shared write in a mixed
write 3s	to use	adjectives	ability group on paper in 3s.





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<u>Mighty Writers</u>	noun	in my writing.	
WOTD	phrases.		
SPaG Skill I with oral rehearsal.			
(Explicit teaching of new or			
previously taught SPaG skill)			
Shared Write in			
3s.			





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Day 5 Plan and	I know how	I can use	Shared plan for paragraph 1. Model writing
Draft Paragraph	to use	adjectives	and thought process with a focus on
1	expanded	in my	today's skill. Pupils independently write I
	noun	writing.	paragraph.
<u>Mighty Writers</u>	phrases.		
11070			(Focus on 5/6 pupils each lesson for in-
<u>WOTD</u>			depth live marking and verbal feedback),
<u>SPaG Skill I</u> with			
oral rehearsal			
(Explicit teaching			
of new or			
previously taught			
SPaG skill)			





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Writing			
Day 6 Plan and	I know that	I can use	Shared plan for paragraph 2. Model
Draft Paragraph	the	the	writing and thought process with a focus
2	conjunction	conjunction	on today's skill. Pupils independently write
	s'and'	s'and'	l paragraph.
Mighty Writers	'but' and	'but' and	
	'because'	'because' to	(Focus on 5/6 pupils each lesson for in-
<u>WOTD</u>	can be	join ideas.	depth live marking and verbal feedback),
SPaG Skill 2	used to		
with oral	join ideas.		
rehearsal			
(Explicit teaching			
of new or			





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previously taught SPaG skill)			
SI GG SKIII)			
Writing			
C 7 C 1	T 1 11 1	т	
Day 7 Plan and	I know that	I can use	Shared plan for paragraph 3. Model
Draft Paragraph	the	the	writing and thought process with a focus
3	conjunction	conjunction	on today's skill. Pupils independently write
	s'and'	s'and'	l paragraph.
<u>Mighty Writers</u>	'but' and	'but' and	
	'because'	'because' to	(Focus on 5/6 pupils each lesson for in-
<u>WOTD</u>	can be	join ideas.	depth live marking and verbal feedback),
SPaG Skill 2	used to		
with oral	join ideas.		
rehearsal			





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(Explicit teaching			
of new or			
previously taught			
SPaG skill)			
Writing			
<u></u>			
Day 8 Plan and	I know that	I can use	Shared plan for paragraph 4 (Conclusion)
Draft Paragraph	a?is used	a?after a	Model writing and thought process with a
4	after a	question.	focus on today's skill. Pupils independently
	question.		write I paragraph.
Mighty Writers			
11070			(Focus on 5/6 pupils each lesson for in-
<u>WOTD</u>			depth live marking and verbal feedback),





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WOTD  SPaG Skill 3 with	after a question.	question.	Introduce retrieval, inference and vocabulary VIPERS skills. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 9 Comprehension	I know that a? is used		Comprehension lessons lesson
<u>Writing</u>			
rehearsal (Explicit teaching of new or previously taught SPaG skill)			
SPaG Skill 3 with oral			





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(Explicit teaching of new or previously taught SPaG skill) Edit and up level.			
Day 10 Publish 2 <sup>nd</sup> Draft	SPAG QUIZ OF THIS	I can redrapt my writing.	Best Writing (I hour) (2 <sup>nd</sup> Draft)
	UNIT'S FEATURES		All pupils are to redrast their sinal piece to complete the writing cycle including improvements from the previous lesson.





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