



Year 2 Talk for Writing Planning Overview

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Fiction</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing- up' grid</p> <p>Plan opening around - character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away... One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction</p> <p>Introduce:</p> <p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing – up' grid, story grids</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i></p> <p>Adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using:</p> <p>Drop in a relative clause: who/which e.g. <i>Sam, who was lost, sat down and cried. The Vikings,</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Prepositions: <i>Behind, above, along, before, betweenl, after</i></p> <p>Alliteration e.g. <i>wicked witch, slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman. Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i></p> <p>Generalisers for information, e.g. <i>Most dogs.... Some cats....</i></p> <p>Formation of nouns using suffixes such as –ness, –er</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately, Slowly,</i></p> <p>Speech bubbles /speech marks for direct speech <i>Implicitly understand how to change from indirect speech to direct speech</i></p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Consolidate:</p> <p>Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points</p> <p>Singular/ plural Adjective Verb Connective Alliteration Simile – 'as'/ 'like'</p> <p>Introduce: apostrophe for – contractions singular possession</p> <p>commas for description</p> <p>'speech marks'</p>



Year 2 Talk for Writing Planning Overview

Paragraphs to organise ideas around a theme

Introduction

Develop hook to introduce and tempt reader in e.g.

Who....? What....? Where....?

Why....? When....? How....?

Middle Section(s)

Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs

Topic sentences to introduce paragraphs

Lists of steps to be taken

Bullet points for facts Flow diagram

Develop Ending

Personal response

Extra information /

reminders e.g. Information boxes/

Five Amazing Facts /Wow comment

Use of the perfect form of verbs to mark relationships of time and cause

e.g. *I have written it down so I can check what it said.*

Use of present perfect instead of simple past. *He has left his hat*

behind, as opposed to *He left his hat behind.*

who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.

Additional subordinating conjunctions:

what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived. During the Autumn, when the weather is cold, the leaves fall off the trees.

Use long and short sentences: Long sentences to add description or information.

Use short sentences for emphasis.

Expanded noun phrases e.g. lots of people, plenty of food

List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat.

African elephants have long trunks, curly tusks and large ears.

Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.)

Use of the suffixes –er and –est to form comparisons of adjectives and adverbs

suffix
verb / adverb

statement
question
exclamation
command (Bossy verbs)

tense – past/present

adjective / noun

noun phrases

generalisers

subordinating conjunctions

***coverage may be adapted/amended to respond to the needs of the children**