



Year 2 Writing MTPs 2021-2022

Theme	Plagues, Puss and Inferno	
Talk for writing texts	Autumn 1	Autumn 2
Writing outcomes	Persuasive writing Recount Diary	Character description Recount Biography
Key Performance Indicators		
Composition – Planning	I can plan or say out loud what I am going to write about.	
Composition – Structure	I can write a narrative about my own and others' experiences (real and fictional) after discussion with the teacher.	
	I can use co-ordination (or / and / but) and some subordination (when / if / that / because).	
Composition – Vocabulary	I can use some expanded noun phrases to describe and specify.	
	I can draw on and use new vocabulary from my reading and from wider experiences in my writing.	
Composition – Grammar and Punctuation	I can demarcate most sentences with capital letters and full stops and with some use of question marks.	
	I can use sentences with different forms in my writing (statements, questions, exclamations and commands).	
	I can use present and past tense mostly correctly and consistently.	
Transcription – Spelling	I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.	
	I can spell many common exception words.	
	I can spell some words with contracted forms.	
Transcription – Handwriting	I can use the diagonal and horizontal strokes needed to join letters in some of my writing.	
	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	
	I can use spacing between words that reflects the size of my letters.	
Greater depth	I can use the full range of punctuation taught at Key Stage 1 mostly correctly.	
	I can spell most common exception words.	
	I can spell most words with contracted forms.	
	I can add suffixes to spell most words correctly in my writing (ment, ness, ful, less, ly).	
	I can use diagonal and horizontal strokes needed to join letters in most of my writing.	



Year 2 Writing MTPs 2021-2022

Theme	Into the Blue	
Talk for writing texts	Spring 1	Spring 2
Writing outcomes	Character description Narrative Report	Letter Poetry Recount
Key Performance Indicators		
Composition – Planning	I can plan or say out loud what I am going to write about.	
Composition – Structure	I can write a narrative about my own and others' experiences (real and fictional) after discussion with the teacher.	
	I can use co-ordination (or / and / but) and some subordination (when / if / that / because).	
Composition – Vocabulary	I can use some expanded noun phrases to describe and specify.	
	I can draw on and use new vocabulary from my reading and from wider experiences in my writing.	
Composition – Grammar and Punctuation	I can demarcate most sentences with capital letters and full stops and with some use of question marks.	
	I can use sentences with different forms in my writing (statements, questions, exclamations and commands).	
	I can use present and past tense mostly correctly and consistently.	
Transcription – Spelling	I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.	
	I can spell many common exception words.	
	I can spell some words with contracted forms.	
	I can use the diagonal and horizontal strokes needed to join letters in some of my writing.	
Transcription – Handwriting	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	
	I can use spacing between words that reflects the size of my letters.	
Greater depth	I can use the full range of punctuation taught at Key Stage 1 mostly correctly.	
	I can spell most common exception words.	
	I can spell most words with contracted forms.	
	I can add suffixes to spell most words correctly in my writing (ment, ness, ful, less, ly).	
	I can use diagonal and horizontal strokes needed to join letters in most of my writing.	



Year 2 Writing MTPs 2021-2022

Theme	Ready, Steady, Grow		
Talk for writing texts	Summer 1	Summer 2	
	Fantastic Mr Fox by Roald Dahl	James and the Giant Peach by Roald Dahl	
Writing outcomes	Setting description Narrative Instructions	Newspaper report Narrative Instructions Poetry	
Key Performance Indicators			
Composition – Planning	I can plan or say out loud what I am going to write about.		
Composition – Structure	I can write a narrative about my own and others' experiences (real and fictional) after discussion with the teacher.		
	I can use co-ordination (or / and / but) and some subordination (when / if / that / because).		
Composition – Vocabulary	I can use some expanded noun phrases to describe and specify.		
	I can draw on and use new vocabulary from my reading and from wider experiences in my writing.		
Composition – Grammar and Punctuation	I can demarcate most sentences with capital letters and full stops and with some use of question marks.		
	I can use sentences with different forms in my writing (statements, questions, exclamations and commands).		
	I can use present and past tense mostly correctly and consistently.		
Transcription – Spelling	I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.		
	I can spell many common exception words.		
	I can spell some words with contracted forms.		
	I can use the diagonal and horizontal strokes needed to join letters in some of my writing.		
Transcription – Handwriting	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.		
	I can use spacing between words that reflects the size of my letters.		
Greater depth	I can use the full range of punctuation taught at Key Stage 1 mostly correctly.		
	I can spell most common exception words.		
	I can spell most words with contracted forms.		
	I can add suffixes to spell most words correctly in my writing (ment, ness, ful, less, ly).		
	I can use diagonal and horizontal strokes needed to join letters in most of my writing.		
End of year 2:			
Aim	By the end of year 2, children will become 'developing writers' who are writing more confidently and at a greater length. The pupils will still need to orally rehearse	Assessment	Composition The pupil can, after discussion with the teacher:



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sentences before writing them. Pupils will make vocabulary choices and use conjunctions to add extra information. Pupils will use tense consistently and a wider range of punctuation. Some words may still be written phonetically but will draw on a wider range of spelling rules.

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.

Transcription

The pupil can:

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.