

Chough Class Year 2/3 Writing Overview

These plans are based on HFL Essential Writing single-aged units and adapted to support all children. As a result, within this planning cycle for Year 2/3, teachers will need to adapt the planning to ensure teaching/review of specific objectives for the alternative year group (specified below). Some adaptations are already included within the planning; for example, much of the Y3 units revisit Y2 content and therefore this has not been explicitly included here.

	<u>Autumn</u>					<u>Spring</u>				<u>Summer</u>			
Year A (2026/27)	Narrative – Frog and the Stranger (Y2)	Instructions – How to Make Friends With a Ghost (Y2)	Poetry – The Puffin Book (Y2)	Narrative – Last Stop on Market Street (Y2)	Letters and Postcards – Dragon Post (Y2)	Narrative – Rapunzel (Y2)	Non- Chronological Report – Big Blue Whale (Y2)	Narrative – Splash, Anna Hibiscus!	Poetry – The Puffin Book	Narrative – The Lost Homework	Instructions – How to Wash a Woolly Mammoth	Narrative – Super Joe Does Not Do Cuddles	Poetry – Belonging Street
Key Adaptations for Y3 Statutory Non-Statutory	Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)	Writing in chronological order so that the reader acts in the correct sequence or order Sometimes includes a list of ‘things/ingredients/items’ that the reader will need before acting upon the instruction	Poems can be written as free verse, meaning they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm	Prepositions and prepositional phrases tell the reader where things are and where and when things happen	Paragraphs are used to organise ideas around a theme, to write about a different topic or sub- topic	Simple, compound and complex sentences Dialogue can introduce a character and tell the reader more about them Paragraphs	Paragraphs Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find Captions and labels, index, glossary, A-Z guide, quotes	Dialogue Paragraphs The present perfect tense can be used to indicate that something started in the past but is still relevant now Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking	Specific structures of poems can include calligrams, where a word or piece of text within the poem resembles the visual image related to the meaning of the words themselves	The present perfect tense Prepositions and prepositional phrases	Writing in chronological order so that the reader acts in the correct sequence or order Sometimes includes a list of ‘things/ingredients/items’ that the reader will need before acting upon the instruction Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing	Dialogue Paragraphs The present perfect tense Use inverted commas Introduce power of three for repetition and/or emphasis	Specific structures of poems can include kennings in which two words are combined to describe something Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)

	Autumn				Spring				Summer			
Year B (2026/27)	Narrative – Luna Loves Dance (Y2)	Poetry – Free Verse: Words Are Ours and the Magic Box (Y3)	Fables – The Koala Who Could (Y3)	Non-Chronological Report – Incredible Jobs You’ve Probably Never Heard Of (Y3)	Narrative – Alice in Wonderland (Y3)	Persuasive Speeches – Stella and the Seagull (Y3)	Narrative – Dim Sum Palace (Y2)	Poetry – Love That Dog (Y3)	Persuasive letters – If I Were Prime Minister (Y3)	Instructions – Wolf In The Snow (Y3)	Narrative – Traction Man (Y2)	Poetry – Poetry Comics (Y2)
Key Adaptations for Y2 Statutory Non-Statutory		Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually present tense or past tense. Writers join sentences together with other co-ordinating conjunctions including and, or, but Including adjectives to describe a noun (expanded noun phrases)	Question marks Commas can be used to separate items in a list Expanded noun phrases Instead of using ‘and’ too often, we should use a full stop so that the sentence does not become too long for the reader	A statement is a type of sentence that are used by writers the most – they are telling the reader something. Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb. Full stops and capital letters to punctuate sentences. Capital letters for names of people. Question marks Exclamation marks	Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Exclamatory sentences are sometimes seen in traditional tales, usually starting with What/How and a noun phrase and verb	Co-ordinating conjunctions Statements Questions Expanded noun phrases Commas in a list		A specific poetic device used by poets can include a simile, this compares something with something else that the reader can relate to, in order to create a clear picture in their mind Co-ordinating conjunctions Capital letters for names of people Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction)	Co-ordinating conjunctions Subordinating conjunctions Present progressive and past progressive tense Capital letters for names of people Question marks Exclamation marks Apostrophes are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand	Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb. Co-ordinating conjunctions Sub-ordinating conjunctions Commas in a list		
Key Adaptations for Y3 Statutory Non-Statutory	Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)					Paragraphs Headings and subheadings Captions and labels, index, glossary, A-Z guide, quotes	Dialogue Paragraphs Present perfect tense Inverted commas for speech				Dialogue Paragraphs Present perfect tense Inverted commas Introduce power of three for repetition and/or emphasis	Specific structures of poems can include kennings in which two words are combined to describe something

