



# Year 2 MTP - Writing Objectives (updated February 2025)

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Magnificent Milford Marvels</u>	<u>Great Inventions</u>	<u>What is the United Kingdom</u>	<u>Great Women</u>	<u>The Lace Industry</u>	<u>Nottingham Vs Brazil</u>	<u>Under the sea</u>
TEXT & GENRE	<p><b>Poetry: The Magic Box by Kit Wright</b></p> <p>(Magic Milford Poem)</p>	<p>Izzy Gizmo by Pip Jones</p> <p>(Character description)</p>	<p>Lost and Found by Oliver Jeffers</p> <p>(story retell)</p> <p>Pantomime Trip/Navity (retell of personal experience)</p>	<p>Vlad and the Florence Nightingale Adventure by Kate Cunningham</p> <p>(diary entry)</p> <p>Fantastically Great Women Who Change the World by Kate Pankhurst</p> <p>(non-fiction report)</p>	<p>An Alien in the Jam Factory by Chrissy Sains</p> <p>(character description and diary)</p>	<p>The Boy Who Grew Dragons by Andy Shepard</p> <p>(narrative and instructions)</p>	<p>The Big Book of Blue by Yuval Zommer</p> <p>(Factfile - sea animals)</p> <p>Dear Earth by Isabelle Otter</p> <p>(letter)</p>
WRITING COMPOSITION	<p>The following objectives are woven through the 3 phased planning framework...</p> <p>By the end of the year, to be ARE children should be able to:</p> <ul style="list-style-type: none"> <li>To sequence sentences in a logical order <b>most</b> of the time within a piece of writing</li> <li>To be able to write simple and coherent narratives about personal experiences and those of others (real or fictional) with some examples of genre specific vocabulary.</li> <li>To write about real events, recording these simply and clearly</li> <li>To make simple revisions and corrections to their own writing</li> </ul>						
VOCABULARY & GRAMMAR <small>*these are the end of year objectives - for differentiation, see 21 Steps</small>	<p>Recap Y1 Objectives</p> <p>- I can use coordinating conjunctions: 'and, or, but'</p> <p>Use of adjectives and nouns for description - begin to develop expanded noun phrases</p>		<p>- I can use coordinating conjunctions: 'and, or, but'</p> <p>- I can use and identify statements, questions, exclamations and commands.</p> <p>- I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify).</p>	<p>- I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify).</p> <p>- I can use subordinating conjunctions such as: when, if, that, because.</p>	<p>- I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify).</p> <p>- I can use subordinating conjunctions such as: when, if, that, because.</p>	<p><b>Re-visit necessary objectives plus:</b></p> <p>- I can mostly use the present and past tense of verbs.</p>	<p><b>Re-visit necessary objectives plus:</b></p> <p>- I can use subordinating conjunctions such as: when, if, that, because.</p>

<b>PUNCTUATION</b> *these are the end of year objectives - for differentiation, see 21 Steps	<b>Recap Y1 Objectives</b> Finger spaces/capital letters/full stops/ some use of ?!  	- I can use capital letters for proper nouns. - To demarcate sentences with CAPS . ? ! where suitable to the writing purpose - I can begin to use contraction apostrophes	- To demarcate sentences with CAPS . ? ! where suitable to the writing purpose - I can begin to use speech marks	- I can use commas in a list. - To demarcate sentences with CAPS . ? ! where suitable to the writing purpose
<b>SPELLING &amp; HANDWRITING</b> *these objectives feed into end of year expectations as	<h3 style="text-align: center;">Use of Little Wandle and Nelson's Handwriting</h3> <p style="text-align: center;">The following objectives are woven through the 3 phased planning framework...</p> <p>By the end of the year, to be ARE children should be able to:</p> <ul style="list-style-type: none"> <li>• To begin to apply spelling rules for Year 2 suffixes related to nouns and adjectives (-ment/ -ful/ -less/ -ness/ -ly)</li> <li>• To spell many Year 1 and Year 2 common exception words correctly</li> <li>• To segment using Phase 2 - 5 graphemes and to make phonetically plausible attempts at others</li> <li>• To use the following year group homophones correctly</li> <li>• To join some letters correctly</li> </ul>			