

## **Introduction to Writing Overview:**

This document has been designed to support the planning and teaching of writing for the academic year. The document also ensures coverage of a wide range of writing opportunities and skills.

The **key texts for narrative units** are taken directly from the curriculum overviews, ensuring consistency with whole-school planning. Where appropriate, there are also selected **key texts for non-fiction and poetry units**, which act as the central stimulus for teaching and learning within each of these units.

The units of work for **Autumn, Spring, and Summer** are mapped to give pupils the best opportunity to meet the STAR assessment objectives for that term. The specific objectives you should plan for are highlighted in **yellow**—these reflect the core skills required for each writing genre, while also aligning with the assessment criteria for that term.

Where possible, the texts and units have been chosen so that they link meaningfully with year group topics. In non-fiction and poetry units, additional **suggested texts** are included, alongside ideas for **possible written outcomes**, to support modelling and provide inspiration.

For each unit, there are **suggested steps for learning** (highlighted in **purple**). These are not prescriptive but are offered as a starting point to help you consider how lessons might be sequenced towards the final written outcome.

Finally, the way these units are structured ensures clear **progression of writing skills**—both across the academic year within each year group, and from year to year as pupils move through the school.

## YEAR 2 WRITING OVERVIEW

### Key Objectives for the Spring term:

#### Children are developing the Year 2 objectives:

##### Composition:

- Say out loud what they are going to write about and may plan some ideas on paper
- May write down ideas and key words with support, e.g. using a planning frame.
- Writes about real events recording these simply and clearly
- Writes a growing range of non-fiction, e.g. reports and explanations
- Attempts to write some different forms of poetry with modelling or support.
- Uses single, co-ordinating and subordinating multiclausal sentences.
- Starts to use some varied and adventurous vocabulary (e.g. adjectives and adverbs), although may rely upon word banks or prompts.
- Begins to consider word choice, grammar and punctuation in writing and makes simple revisions and corrections, with some prompting.
- Re-reads own writing clearly to adults and peers to check that it makes sense, suggesting improvements to word choice, grammar, punctuation and spelling.
- Edits verbs to indicate time mostly correctly, including progressive tense, e.g. *I was walking*.

##### Grammar:

- Uses the suffixes –er, –est in adjectives, e.g. fast, faster, fastest.
- Uses the suffixes –ful and –less to create adjectives from nouns, e.g. beautiful, and helpless.
- Uses some expanded noun phrases to describe and specify, e.g. expanding a noun with two adjectives, e.g. the large, furry bear.
- Uses co-ordination and, but, or and may begin to use some subordination, e.g. because and when to join clauses.
- Uses present and past tense mostly correctly and consistently.
- Writes using statements, questions and commands and may include some exclamations.
- Marks clearly the beginning and ending of writing in different ways.
- Uses grammatical terminology for Year 1 as well as some from Year 2, e.g. when rereading and discussing writing.

##### Punctuation:



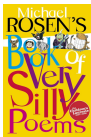
- Demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Uses commas to separate items in lists, e.g. in a shopping list: bread, milk, butter.
- Uses capital letters for some proper nouns and for the personal pronoun ‘I’ and uses capital letters for some names of people, places and days of the week
- Spells some words with contracted forms using apostrophes. Starts to use apostrophes for singular possession.

##### Spelling:

- Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spells many common exception words, e.g. from Appendix 1
- Starts to use a dictionary to check the spelling of words, with support.
- Adds suffixes to spell some words correctly in their writing e.g. –ful, –less, –ly, –ing, –ed, –er, and –est and may use –ment, –ness where there may be a change to the root word, e.g. doubling of the final consonant or changing the y to an i.
- Uses the spelling rules for Year 1 and some of the spelling rules for Year 2, (from Appendix 1), including mostly accurate use of the prefix –un.

##### Handwriting:

- Forms lower-case letters in the correct direction, starting and finishing in the right place.
- Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Uses spacing between words that reflects
- Usually holds a pencil comfortably and correctly
-

	Spring 1	Spring 2
<b>Key text</b> <i>(from the Curriculum Overview)</i>	Bob, Man on the Moon  (Narrative unit)	The Way Back Home      Michael Rosen's Book of Very Silly Poems   (Narrative unit)      (Poetry unit)
<b>Fiction/Narrative unit of work</b>	<b><u>Narrative: Science Fiction</u></b> Suggested Outcome: Focus on characterisation. Children write a short story with a focus on a character description about a <i>surprising new visitor</i> who arrives on the Moon while Bob is at work.	<b><u>Narrative: Adventure</u></b> Suggested Outcome: Children write a short story (2-3 sentences per part) about a friendly visitor who needs help. Write the story of what happens next, mirroring the structure of <i>The Way Back Home</i> : (problem, teamwork, solution, goodbye).
<b>Specific objectives for the unit</b>	<ul style="list-style-type: none"> <li>• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest;</li> <li>• Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.</li> <li>• Include a description of a character</li> <li>• Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</li> <li>• Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] (Use description carefully for the reader to imagine something they have never seen.)</li> <li>• Explore how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>• Where futuristic characters are created, dialogue may use unusual forms and vocabulary, or even alternative languages</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest;</li> <li>• Plan and write your own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.</li> <li>• Include descriptions of characters and setting and some dialogue.</li> <li>• Use expanded noun phrases for description and specification ([for example, the blue butterfly, plain flour, the man in the moon])</li> <li>• Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• Explore how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and explore using these in our own stories</li> </ul>
<b>Suggested Steps for learning</b>	<b>Step 1 – Exploring the Story and Key Ideas</b> <b>Focus:</b> Understanding the text; identifying story structure <b>Activity (summary):</b> Read the story, discuss Bob's routine, and create a simple story map using beginning–middle–end. <b>Outcome:</b> Children can retell the story orally using its narrative structure. <b>Step 2 – Deepening Retell Using Story Language</b> <b>Focus:</b> Retelling with details and dialogue <b>Activity (summary):</b> Revisit key scenes, model a detailed oral retell using story language and spoken dialogue, then practise in pairs. <b>Outcome:</b> Children retell the story including key details and some text language.	<b>Step 1 – Immersion in the Story &amp; Narrative Structure</b> <b>Learning Objective:</b> To listen to and respond to a story and identify its main parts. <b>Activities:</b> <ol style="list-style-type: none"> <li>1. Read <i>The Way Back Home</i> aloud with expression.</li> <li>2. Use a story mountain or 4-part story map:  <i>Problem – Boy stuck on the moon</i>  <i>Teamwork – Boy and Martian help each other</i>  <i>Solution – They fix the rocket</i>  <i>Goodbye – They part as friends</i></li> <li>3. Freeze-frame moments from each part.</li> <li>4. Discuss: <i>How do we know they are friends?</i></li> </ol> <b>Oracy Opportunity:</b>

<p><b>Step 3 – Narrative Structure and Sequencing</b>  <b>Focus:</b> Structuring events logically  <b>Activity (summary):</b>  Sequence mixed story sentences and create a shared class story plan, exploring cohesion with conjunctions.  <b>Outcome:</b> Children can explain the story in a logical sequence.</p> <p><b>Step 4 – Character Study: Bob</b>  <b>Focus:</b> Using expanded noun phrases and descriptive detail  <b>Activity (summary):</b>  Study illustrations of Bob and write a short character description using expanded noun phrases.  <b>Outcome:</b> Children describe Bob using expanded noun phrases.</p> <p><b>Step 5 – Introducing the New Visitor</b>  <b>Focus:</b> Inventing a character; descriptive vocabulary  <b>Activity (summary):</b>  Brainstorm features and vocabulary, sketch the new visitor, and annotate with descriptive words and phrases.  <b>Outcome:</b> Children develop descriptive ideas for their character.</p> <p><b>Step 6 – Character Description Writing</b>  <b>Focus:</b> Using expanded noun phrases; using subordination  <b>Activity (summary):</b>  Model a detailed description and children write their own using expanded noun phrases, subordination, questions and exclamations.  <b>Outcome:</b> Children complete a descriptive paragraph about their visitor.</p> <p><b>Step 7 – Planning Their Own Story</b>  <b>Focus:</b> Creating a clear beginning, middle and end  <b>Activity (summary):</b>  Plan the new story using a structured template based on the original narrative sequence.  <b>Outcome:</b> Completed story plan.</p> <p><b>Step 8 – Writing the Beginning</b>  <b>Focus:</b> Using story language; co-ordination and subordination  <b>Activity (summary):</b>  Model an opening using phrases from the text and children write their own beginning using conjunctions.  <b>Outcome:</b> First section of story drafted.</p> <p><b>Step 9 – Writing the Middle and End</b>  <b>Focus:</b> Describing the visitor; maintaining logical event sequence  <b>Activity (summary):</b>  Model the “visitor arrives” scene and support children to write the middle and end using description, questions and commands.  <b>Outcome:</b> Full first draft of their story.</p> <p><b>Step 10 – Editing and Improving</b>  <b>Focus:</b> Checking for complete sentences, punctuation, clarity  <b>Activity (summary):</b></p>	<p>Children orally retell the story using the four-part structure with actions.</p> <p><b>Step 2 – Retelling with Dialogue &amp; Detail</b>  <b>Learning Objective:</b>  To retell a familiar story using dialogue and relevant details.  <b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Re-read key pages focusing on speech.</li> <li>2. Role-play the boy and the Martian.</li> <li>3. Model dialogue: “Hello,” said the boy; “I am stuck,” said the Martian sadly.</li> <li>4. Children retell the story in pairs using: Story structure prompts; At least one piece of dialogue (Use story spoons, puppets or small-world figures.)</li> </ol> <p><b>Step 3 – Characters &amp; Setting (Expanded Noun Phrases)</b>  <b>Learning Objective:</b>  To describe characters and settings using expanded noun phrases.  <b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Explore illustrations: the moon, space, characters.</li> <li>2. Model noun phrases: the small, lonely Martian; the quiet, silver moon; the tall, red rocket</li> <li>3. Sentence building: “The small, green Martian sat on the cold, rocky moon.”  Children describe: The visitor; Where they come from</li> <li>4. Oral rehearsal before writing.</li> </ol> <p><b>Step 4 – Sentence Types &amp; Purpose</b>  <b>Learning Objective:</b>  To recognise and use different sentence types.  <b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Identify sentence types from the text.</li> <li>2. Sort sentences: “Where am I?” (question); “I am stuck.” (statement); “Help me!” (exclamation); “Follow me.” (command)</li> <li>3. Shared writing: short conversation using all four sentence types.</li> <li>4. Children write four sentences spoken by a character, one of each type.</li> </ol> <p><b>Step 5 – Building Better Sentences (Coordination &amp; Subordination)</b>  <b>Learning Objective:</b>  To join ideas using conjunctions.  <b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Model sentence expansion: “The boy helped the visitor because he was kind.”; “They worked together and fixed the ship.”</li> <li>2. Sentence combining activity.</li> <li>3. Oral rehearsal using sentence stems.</li> <li>4. Short independent writing task linked to story events.</li> </ol> <p><b>Step 6 – Planning Own Story</b>  <b>Learning Objective:</b>  To plan a short story with a logical sequence of events.  <b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the writing task: <i>What happens next?</i></li> <li>2. Shared planning example.</li> <li>3. Children plan using a 4-part planner: Friendly visitor (Who?); Problem (What</li> </ol>
---	---

	<p>Use a checklist to edit, improve and finalise the story.  <b>Outcome:</b> Final polished story.</p>	<p>goes wrong?); Teamwork (How do they help each other?); Solution &amp; goodbye. (Encourage: Expanded noun phrases; Ideas for dialogue)  <b>Step 7 – Writing: Problem &amp; Teamwork</b>  <b>Learning Objective:</b>  To write the beginning and middle of a story using complete sentences.  <b>Activities:</b>  Model writing the opening.  Children write: Introduction of visitor and setting; Problem; How characters work together. (Encourage use of conjunctions and dialogue punctuation (simple)).  <b>Step 8 – Writing: Solution &amp; Goodbye</b>  <b>Learning Objective:</b>  To write a clear ending to a story.  <b>Activities:</b>  1. Revisit endings from the text.  2. Model a calm, satisfying ending.  3. Children write: Solution/Friendly goodbye (Encourage emotion and the use of an exclamation or question sentence.)  <b>Step 9 – Editing, Improving &amp; Sharing</b>  <b>Learning Objective:</b>  To improve writing and read it aloud to an audience.  <b>Activities:</b>  1. Simple editing checklist  2. Partner read-aloud.  3. Children retell their story orally before final version.  4. Optional publishing with illustrations.</p>
<p><b>Non-fiction unit of work</b></p>	<p><b>Instructions:</b> Write a series of extended instructions, including diagrams for making rockets (linked to D&amp;T unit of work)  Suggested Contexts: recipes &amp; familiar games</p>	<p><b>Recount:</b> Write first person recounts retelling historical events (6 sentences), using adverbs of time to aid sequencing, and maintaining consistency in tense and person  Suggested Contexts: eye witness account, diary entry</p>
<p><b>Specific objectives for the unit</b></p>	<ul style="list-style-type: none"> <li>● Listen to and follow a series of more complex instructions</li> <li>● Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams</li> <li>● Analyse some instructional texts and note their function, form and typical language features: Include: <i>a statement of purpose, list of materials or ingredients, sequential steps, Use of direct/imperative language</i></li> <li>● Form nouns by compounding</li> <li>● Explore generating synonyms for over-used imperative verbs, for example, chop, slice, cut</li> <li>● Explore using a variety of sentence types: statement, command, exclamation or question</li> <li>● Use expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun)</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the sequence of events recounted in texts at a level beyond which the children can read independently</li> <li>● Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day</li> <li>● Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event?</li> <li>● Create simple timelines to record the order of events</li> <li>● Form nouns by compounding</li> <li>● Explore using a variety of sentence types: statement, command, exclamation or question</li> <li>● Use expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g. <i>experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) to clarify instructions using subordination, for example, <i>Take the cake out of the oven <u>when the top looks golden brown.</u></i></li> <li>• Use of present progressive, e.g. <i>when <u>you are cutting</u> the line...</i></li> <li>• Use commas to separate items in a list e.g. use commas to separate items in the ‘materials/equipment needed’ list</li> <li>• Use apostrophes for singular possession</li> <li>• As part of a group with the teacher, compose a set of instructions with additional diagrams</li> <li>• Write extended instructions independently</li> </ul>	<ul style="list-style-type: none"> <li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</li> <li>• Correct use of the first person</li> <li>• Use of the correct subject/ verb agreements</li> <li>• Use of past progressive form to report events</li> <li>• Use of present progressive in direct speech</li> <li>• Explore the use of capitalisation for proper nouns</li> <li>• Use apostrophes for singular possession</li> <li>• Write narratives about personal experiences and those of others, in role (real and fictional)</li> </ul>
<b>Suggested Steps for learning</b>	<p><b>Step 1: Following Spoken Instructions</b>  <b>Focus:</b> Listening and understanding more complex instructions  <b>Learning Objectives:</b>  Listen carefully to a sequence of instructions  Follow instructions in the correct order  Talk about what makes instructions clear  <b>Activities:</b>  Children listen to and follow a sequence of oral instructions to complete a simple practical task, then discuss what made the instructions clear or confusing.</p> <p><b>Step 2: Reading and Following Written Instructions with Diagrams</b>  <b>Focus:</b> Understanding written instructional texts  <b>Learning Objectives:</b>  Read and follow simple written instructions  Use diagrams to help understanding  <b>Activities:</b>  Children read and follow a simple recipe or construction text with diagrams, discussing how the diagrams support each step.</p> <p><b>Step 3: Analysing Instructional Texts – Features and Language</b>  <b>Focus:</b> Function, form and language features of instructions  <b>Learning Objectives:</b>  Identify key features of instructional texts  Recognise imperative verbs and structure  Key Features Explored: Statement of purpose; List of materials/equipment; Sequential steps; Direct/imperative language  <b>Activities:</b>  Children explore and annotate a model instructional text to identify its purpose, structure and key language features.</p> <p><b>Step 4: Developing Language Choices in Instructions</b>  <b>Focus:</b> Vocabulary, sentence types and grammar  <b>Learning Objectives:</b>  Use varied imperative verbs  Form compound nouns  Use different sentence types</p>	<p><b>STEP 1: Immersion – Experiencing the Event</b>  <b>Learning Objective:</b>  To discuss and understand the sequence of events in a recount that is read aloud to us.  <b>Activities:</b>  Teacher reads aloud a challenging recount-style text about the Moon Landing (above independent reading level).  Watch a short narrated video clip.  Pause frequently to ask: <i>What happened first? What happened after that? What was the final event?</i>  Build a whole-class oral timeline using images.  <b>Language Focus:</b> first, next, then, after that, finally  <b>STEP 2: Understanding Recounts &amp; Sequencing Information</b>  <b>Learning Objective:</b>  To identify and discuss how events in a recount are ordered using time words.  <b>Activities:</b>  Shared reading of a simple first-person recount.  Highlight: Past tense verbs; Time adverbials  Sort mixed-up sentences into the correct order.  Create a class chronology word bank: <i>next, when, after, before, finally, at the end of the day</i></p> <p><b>STEP 3: Grammar in Context – Nouns &amp; Sentence Types</b>  <b>Learning Objective:</b>  To form new nouns by compounding and to use different types of sentences in our writing.  <b>Activities:</b>  Compounded nouns: space + suit → spacesuit; moon + light → moonlight; space + ship → spaceship  Sentence types:  Statement: <i>I climbed down the ladder.</i>  Command: <i>Hold on tightly!</i>  Question: <i>Would we land safely?</i>  Exclamation: <i>What an amazing sight!</i>  Children identify and orally rehearse sentence types linked to the Moon Landing.</p>

**Activities:**  
Children experiment with improving instructional language by generating synonyms for imperative verbs, building compound nouns and orally practising different sentence types, including the present progressive.

**Step 5: Expanded Noun Phrases and Diagrams**  
**Focus:** Description and precision  
**Learning Objectives:**  
Use expanded noun phrases to specify materials  
Create simple labelled diagrams

**Activities:**  
Children practise expanding noun phrases and apply this language when drawing and labelling a simple diagram of a model rocket.

**Step 6: Shared Writing – Composing Instructions Together**  
**Focus:** Sentence construction and cohesion  
**Learning Objectives:**  
Compose clear instructions as a group  
Use conjunctions to clarify meaning  
Teacher Modelling Includes: Coordinating conjunctions: and, or, but;  
Subordinating conjunctions: when, if, that, because; Present progressive within instructions  
Example Modelled Sentence: *Take the rocket outside when the glue is drying because it needs fresh air.*

**Activities:**  
With teacher guidance, the class jointly composes a set of instructions, focusing on conjunctions, commas in lists and apostrophes for singular possession.

**Step 7: Independent Writing – Make a Model Rocket**  
**Focus:** Applying learning independently  
**Learning Objectives:**  
**Write a complete set of instructions with diagrams**  
**Apply taught grammatical features and punctuation**

**Activities:**  
Children independently plan, write and illustrate their own set of instructions for making a model rocket.

**Step 8: Editing, Publishing and Evaluating**  
**Focus:** Improving and reflecting on writing  
**Learning Objectives:**  
Edit writing for clarity and accuracy  
Evaluate effectiveness of instructions

**Activities:**  
Children edit and publish their instructions, then test them by seeing if another child can successfully follow them.

**STEP 4: Gathering Facts & Expanded Noun Phrases**  
**Learning Objective:**  
To use expanded noun phrases to add detail and information for the reader.

**Activities:**  
Read a short factual text together.  
Collect key facts.  
Model expanded noun phrases: *the enormous silver rocket; the dusty grey Moon; the cold, dark space station*  
Children expand nouns using: adjectives before the noun; prepositional phrases after the noun

**STEP 5: Exploring Sentence Structure & Verb Forms**  
**Learning Objective:**  
To join ideas using conjunctions and to describe actions that were happening in the past.

**Activities:**  
Conjunctions: Coordinating: and, but, or; Subordinating: when, if, that, because  
Model sentences: *I was walking across the Moon when I saw the flag; We landed safely because the engines worked.*  
Past progressive verbs: was climbing; were waiting; was watching

**STEP 6: Speech & Present Progressive**  
**Learning Objective:**  
To use direct speech with present progressive verbs.

**Activities:**  
Role-play astronauts speaking during the mission.  
Model speech: *“I am stepping onto the Moon,” I said.*  
Identify present progressive verbs: am walking; is shining; are watching

**STEP 7: Planning the Recount Using Timelines**  
**Learning Objective:**  
To plan a recount by creating a simple timeline of **6 key events**.

**Activities:**  
Children create a simple timeline with pictures and key words: 1. Launch; 2. Travel to the Moon; 3. Landing; 4. First step; 5. Returning home  
Children decide: Who am I? Where am I? How do I feel at each point?

**STEP 8: Writing the First-Person Recount**  
**Learning Objective:**  
To write a first-person recount using time words, past tense and detailed sentences.

**Activities:**  
Use timelines, word banks and sentence starters.  
Teacher conferencing and guided writing.  
Children write their recount independently.

**STEP 9: Editing, Improving & Publishing**  
**Learning Objective:**  
To check and improve my writing so that it makes sense and is clear for the reader.

**Activities:**  
Children check for: Correct order of events; Use of time words; Sentence variety;

		Capital letters for <i>I</i> ; Full stops and exclamation marks Publishing options: Astronaut diary; Space mission log; Illustrated recount book
<b>Poetry unit of work</b>	<b>Vocabulary building poetry (free verse):</b> <b>Alliteration:</b> Read, write and perform free verse poetry which focuses on alliteration, such as, <i>On the Ning Nang Nong</i> by Spike Milligan. Children could write a verse for the poem. <b>Supporting texts:</b> (Texts might include examples of those with language play, e.g. riddles, tongue-twisters, humorous verse)	<b>Structured poetry:</b> <b>Poetry appreciation:</b> Children explore their personal responses to poetry; recite familiar poems by heart, such as, <b>Michael Rosen’s collection of nonsense poetry</b> . Children might make comparisons to the nonsense poem explored in Autumn term 1.
<b>Specific objectives for the unit</b>	<ul style="list-style-type: none"> <li>• Talk about their own views on the poem, the subject matter and possible meanings;</li> <li>• Make comments on which words have most effect, <b>noticing alliteration</b></li> <li>• Discuss simple poetry patterns</li> <li>• Perform individually or together</li> <li>• Use actions and sound effects to add to the poem’s meaning</li> <li>• Read aloud with appropriate intonation to make the meaning clear</li> <li>• Experiment with alliteration to create humorous and surprising combinations;</li> <li>• Make adventurous word choices to describe closely observed experiences;</li> <li>• Formation of nouns using suffixes (-ness, -er) (e.g. kennings) and by compounding [for example, whiteboard, superman]</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own views on the poem, the subject matter and possible meanings;</li> <li>• Make comments on which words have most effect, noticing alliteration</li> <li>• Discuss simple poetry patterns</li> <li>• Perform individually or together</li> <li>• Use actions and sound effects to add to the poem’s meaning</li> <li>• Read aloud with appropriate intonation to make the meaning clear</li> <li>• Be aware of more than one significant poet and recite one or more of their poems (or sections of their poems)</li> </ul>
<b>Suggested Steps for learning</b>	<p><b>Step 1: First Encounter with the Poem</b> <b>Learning intention:</b> To listen to and enjoy a poem and talk about our own ideas about it. <b>Success criteria:</b> I can say what I like or dislike about the poem. I can talk about what I think the poem is about. <b>Activities:</b> Re-read the poem and discuss favourite words or phrases, focusing on how sounds, repetition and silliness create impact.</p> <p><b>Step 2: Exploring Meaning and Favourite Words</b> <b>Learning intention:</b> To talk about words and phrases that have the most impact. <b>Success criteria:</b> I can choose words I like and explain why. I can describe how words make the poem funny or interesting. <b>Activities:</b> 1. Re-read the poem together. 2. Highlight or display key lines. 3. Children identify favourite words or phrases (e.g. <i>Ning Nang Nong, Bong</i>). 4. Discuss why these words are effective (sound, silliness, repetition).</p>	<p><b>Step 1 – What Makes a Nonsense Poem Silly?</b> <b>Objectives:</b> Talk about views on poems and subject matter Begin to discuss meaning (or lack of it) <b>Activities:</b> Re-read <i>On the Ning Nang Nong</i> together, joining in with repeated phrases Introduce <i>Very Silly Poems</i> and revisit Michael Rosen as a poet Teacher performs one new poem dramatically (e.g. <i>They’re Raining Pigs and Noodles</i>) Partner talk: What did you like?; What was silly? Did it make sense? Did it need to? <b>Performance link:</b> Children echo-read favourite lines using silly voices</p> <p><b>Step 2 – Words That Have the Most Effect</b> <b>Objectives:</b> Identify effective words Notice alliteration <b>Activities:</b> Re-read <i>They’re Raining Pigs and Noodles</i> Highlight silly word combinations and repeated sounds Oral game: children invent their own silly alliterative phrases Discuss: Which words are the funniest? Which words make strong pictures in your head?</p>

<p>5. Introduce the idea that sound can be as important as meaning.</p> <p><b>Step 3: Alliteration – Words That Sound Good Together</b></p> <p><b>Learning intention:</b> To identify and experiment with alliteration.</p> <p><b>Success criteria:</b>  I can spot alliteration in words and phrases.  I can make my own alliterative phrases.</p> <p><b>Activities:</b>  Identify alliteration in the poem and play oral word games to create silly alliterative phrases.</p> <p><b>Grammar focus:</b> Sound patterns and vocabulary.</p> <p><b>Step 4: Performing the Poem</b></p> <p><b>Learning intention:</b> To perform a poem using voice, actions and sound effects.</p> <p><b>Success criteria:</b>  I can use my voice to make meaning.  I can work with others to perform a poem.</p> <p><b>Activities:</b>  Work in groups to rehearse and perform part of the poem using actions and sound effects.</p> <p><b>Step 5: Playing with Words – Making New Nouns</b></p> <p><b>Learning intention:</b> To create new nouns using suffixes and compounding.</p> <p><b>Success criteria:</b>  I can add -ness or -er to make new words.  I can join words together to make compound nouns.</p> <p><b>Activities:</b>  Explore and invent new nouns using suffixes (-ness, -er) and compound words linked to the poem.</p> <p><b>Step 6: Planning a New Verse</b></p> <p><b>Learning intention:</b> To plan a verse inspired by the poem.</p> <p><b>Success criteria:</b>  I can plan ideas for a nonsense verse.  I can choose alliterative and adventurous words.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Plan a new nonsense verse using the structure of the poem and word banks of alliterative vocabulary.</li> <li>2. Revisit structure of the poem.</li> <li>3. Shared planning of a class verse.</li> <li>4. Children plan their own verse using word banks.</li> <li>5. Encourage humour and surprise.</li> </ol> <p><b>Step 7: Writing the Verse</b></p> <p><b>Learning intention:</b> To write a verse using alliteration and playful language.</p> <p><b>Success criteria:</b>  I can write a verse that sounds fun when read aloud.  I can use alliteration and new nouns.</p>	<p><b>Performance link:</b> Children emphasise chosen words using volume, pace or gesture</p> <p><b>Step 3 – Patterns and Repetition in Nonsense Poems</b></p> <p><b>Objectives:</b>  Discuss repetition and rhythm  Join in with patterned sections</p> <p><b>Activities:</b>  Read <i>Chocolate Cake</i>  Identify repeated phrases and predictable sections  Clap or tap the rhythm together  Group reading: class splits into “repeating line” groups</p> <p><b>Performance link:</b> Children experiment with choral speaking and pauses</p> <p><b>Step 4 – Using Voice to Make Meaning Clear</b></p> <p><b>Objectives:</b>  Read aloud with appropriate intonation  Understand how voice changes meaning</p> <p><b>Activities:</b>  Teacher models reading <i>No Breathing in Class</i> in different ways  Discuss which version worked best and why  Children practise lines using: Whispering; Shouting; Slow / fast pace</p> <p><b>Performance link:</b> Pairs rehearse short sections, focusing on expression</p> <p><b>Step 5 – Actions and Sound Effects</b></p> <p><b>Objectives:</b>  Use actions and sound effects to add meaning  Perform together</p> <p><b>Activities:</b>  Re-read chosen poems  Model adding simple actions and sound effects  Small groups choose one poem and plan: 2–3 actions; 1–2 sound effects</p> <p><b>Performance link:</b> Groups perform informally to another group</p> <p><b>Step 6 – Learning Poems by Heart</b></p> <p><b>Objectives:</b>  Perform from memory  Build confidence in recital</p> <p><b>Activities:</b>  Teach memorisation strategies: Echo lines; Actions as prompts; Picture cues  Children practise memorising poems in pairs or groups  Children choose their favourite poem to memorise</p> <p><b>Performance link:</b> Short, supportive performances without books</p> <p><b>Step 7 – Other Poets Who Use Nonsense</b></p> <p><b>Objectives:</b>  Be aware of another significant poet  Recite a poem by another poet</p> <p><b>Activities:</b>  Introduce Edward Lear (e.g. a short limerick - link to summer term)</p>
--	---

	<p><b>Activities:</b> Write an independent verse inspired by the poem and read it aloud to hear how it sounds.</p> <p><b>Step 8: Performing and Celebrating Our Poems</b></p> <p><b>Learning intention:</b> To perform and evaluate our own poetry.</p> <p><b>Success criteria:</b> I can perform my poem confidently. I can say what went well.</p> <p><b>Activities:</b> 1. Perform verses.</p>	<p>Compare style with Michael Rosen Discuss similarities and differences</p> <p><b>Performance link:</b> Whole-class recitation of a short Edward Lear poem</p> <p><b>Step 8 – Final Performance and Reflection</b></p> <p><b>Objectives:</b> Perform individually or together Talk about preferences and reflections</p> <p><b>Activities:</b> Final performance (to another class, parents, or filmed) Children perform: One poem as a group; One poem individually or in a small group</p> <p><b>Reflection circle:</b> Which poem was your favourite to perform?; Which words did you like best?; How did actions or sound effects help?</p>
--	---	--

**Deepening Understanding:**

- Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within an increasing range of writing across different areas of the curriculum that include some detail to engage readers' interest.
- Writes willingly and enjoys writing.
- Evaluates own writing, including composition, grammar, punctuation and spelling, and makes some changes that start to improve the effect upon the reader.
- Applies grammatical, punctuation and spelling knowledge across different types of writing, choosing some different tools to create interesting effects.
- Begins to identify new spelling and grammatical rules and starts to apply these to words and sentences and begins to notice when these rules are broken.
- Begins to develop a writer's voice and uses an increasing range of vocabulary starting to select some words for effect.