

Level 2 Writing Weekly Planning

Term __ Week __

Highlight as appropriate

Surface Features		
Spelling	Grammar	Punctuation
<ul style="list-style-type: none"> Show knowledge of consonant and vowel sounds, and blends. Show some knowledge of common spelling patterns and can transfer these between words. Spell most high-frequency words correctly (Lists 1-4) 	<ul style="list-style-type: none"> With support, correctly form sentences. With support, use consistent tense and pronouns. With support, use correct prepositions. Attempt at more complex sentences which may include errors. 	<ul style="list-style-type: none"> Use capital letters, full stops, commas, question marks with some consistency.

Transactional Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> With some clarity, explain a selected phenomenon, occurrence, or process/ conveys an opinion. Begin to show awareness of audience through content and language choices. Sometimes use analogy, similes, or metaphors to enhance writing. 	Ideas <ul style="list-style-type: none"> Include objective or subjective ideas, data, reasons, or opinions. Support some ideas, data, reasons, or opinion with detail, comments, or evidence, though the links may not always be obvious. 	Structure <ul style="list-style-type: none"> Begin to sequence with some confidence. (Explanation) Begin with a simple topic definition. Prioritise ideas, data, reasons or opinions, and end with a simple summary. Where appropriate, may use simple words expressing time (first, then, next). Where appropriate, may use simple words expressing cause and effect (if, then, because). 	Vocabulary <ul style="list-style-type: none"> Make increasing use of topic-related vocabulary, some of which may be technical. Language Features <ul style="list-style-type: none"> (Explanation) Begin to use some features of the language of explanation (verbs denoting a specific action, the simple present tense, the passive voice). Where appropriate, may use past or future tense. (Argument) Begin to use some features of the language of persuasive writing (modal verbs, emotive words, rhetorical questions, imperatives).

Poetic Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> Attempt to gain audience interest through a variety of means (humour, selected anecdotes, choice of language). Record thoughts, feelings, and ideas clearly. Show deliberate choice of appropriate language features to enhance writing. Voice <ul style="list-style-type: none"> Record personal experiences or observations of character with some sincerity. 	Ideas <ul style="list-style-type: none"> Select personally meaningful thoughts, feelings, and ideas. Begin to add detail and comment, showing some selectivity. 	Sentences <ul style="list-style-type: none"> Sequence most thoughts, feelings, and ideas logically, with some confidence. Uses mainly simple and compound sentences. Attempts complex sentences. Begin to vary beginnings and length. 	Vocabulary <ul style="list-style-type: none"> Use varied and precise adjectives, verbs, and nouns with some confidence. Language features <ul style="list-style-type: none"> Begin to use some features (similes, alliteration, onomatopoeia, to add interest). Attempt at direct speech.

Group Names	Monday Text	Tuesday Text	Wednesday Text	Thursday Text	Friday Text	Child and Text Evaluation