

|                        | Year 2  |  |   |   |   |   |          |                   |              |             |  |  |  |   |   |
|------------------------|---|--|---|---|---|---|----------|-------------------|--------------|-------------|--|--|--|---|---|
|                        | Spoken Word Taught Throughout Y2  |  | Pupils should be taught to ask relevant questions to extend their understanding and knowledge.<br>Pupils should be taught to use relevant strategies to build their vocabulary.<br>Pupils should be taught to articulate and justify answers, arguments and opinions.<br>Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.<br>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.<br>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.<br>Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.<br>Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates. Pupils should be taught to gain, maintain and monitor the interest of the listener(s).<br>Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.<br>Pupils should be taught to select and use appropriate registers for effective communication  |   |   |   |          |                   |              |             |  |  |  |   |   |
|                        | Text / Genre  |  | Year 2 Objectives   | Genre Progression   |   |   |          |                   |              |             |  |  |  |   |   |
| Term 1                 | The Owl who was afraid of the dark by Frank Jill Tomlinson<br>Narrative (Adventure)   | Writing composition  | Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).<br>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.<br>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.<br>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.<br>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.<br>Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.<br>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.<br>Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).<br>Pupils should be taught to read aloud what they have written (Y1) with appropriate intonation to make the meaning clear. | <table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Sentences organised chronologically indicated by time related words, e.g. finally.<br/><br/>Divisions in narrative may be marked by sections/paragraphs.<br/><br/>Connections between sentences make reference to characters, e.g. Peter and Jane/they.<br/><br/>Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.</td><td>Subject/verb sentences, e.g. He was... They were... It happened...<br/><br/>Simple connectives and, but, then, so, when link clauses.<br/><br/>Speech-like expressions in dialogue, e.g. Chill out!<br/><br/>Use simple adverbs, e.g. quickly, slowly.<br/><br/>Use simple noun phrases, e.g. massive field.</td><td>Year 2 ambitious vocabulary used<br/><br/>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise<br/><br/>Conjunctions: who, because<br/><br/>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</td><td><u>Noun</u><br/>Form nouns using suffixes and compounding.<br/>Expanded noun phrases for description.<br/>Add 'es' to nouns.<br/><br/><u>Verbs</u><br/>Progressive form of verbs in the past and present tense.<br/>Add 'es', 'ed' and 'ing' to verbs.<br/><br/><u>Adjectives</u><br/>Add 'er' and 'est' to adjectives where no change is needed to root word.<br/><br/><u>Connectives/conjunctions</u><br/>Subordination – when, if, that, because.<br/>Coordination – or, and, but.<br/><br/><u>Tense</u><br/>Correct and consistent use of past and present tense.<br/><br/><u>Adverbs</u><br/>'ly' added to adjective to form adverb.</td><td>Use spaces that reflect the size of the letters.<br/><br/>Use full stops correctly.<br/><br/>Use question marks correctly.<br/><br/>Use exclamation marks correctly.<br/><br/>Use capital letters correctly.<br/><br/>Apostrophes for contractions.<br/><br/>Possessive apostrophes for singular nouns.<br/><br/>Commas to separate items in lists.</td></tr></table> |   | Text Structure  | Sentence | Useful Vocabulary | Word Classes | Punctuation | Sentences organised chronologically indicated by time related words, e.g. finally.<br><br>Divisions in narrative may be marked by sections/paragraphs.<br><br>Connections between sentences make reference to characters, e.g. Peter and Jane/they.<br><br>Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting. | Subject/verb sentences, e.g. He was... They were... It happened...<br><br>Simple connectives and, but, then, so, when link clauses.<br><br>Speech-like expressions in dialogue, e.g. Chill out!<br><br>Use simple adverbs, e.g. quickly, slowly.<br><br>Use simple noun phrases, e.g. massive field. | Year 2 ambitious vocabulary used<br><br>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise<br><br>Conjunctions: who, because<br><br>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully | <u>Noun</u><br>Form nouns using suffixes and compounding.<br>Expanded noun phrases for description.<br>Add 'es' to nouns.<br><br><u>Verbs</u><br>Progressive form of verbs in the past and present tense.<br>Add 'es', 'ed' and 'ing' to verbs.<br><br><u>Adjectives</u><br>Add 'er' and 'est' to adjectives where no change is needed to root word.<br><br><u>Connectives/conjunctions</u><br>Subordination – when, if, that, because.<br>Coordination – or, and, but.<br><br><u>Tense</u><br>Correct and consistent use of past and present tense.<br><br><u>Adverbs</u><br>'ly' added to adjective to form adverb. | Use spaces that reflect the size of the letters.<br><br>Use full stops correctly.<br><br>Use question marks correctly.<br><br>Use exclamation marks correctly.<br><br>Use capital letters correctly.<br><br>Apostrophes for contractions.<br><br>Possessive apostrophes for singular nouns.<br><br>Commas to separate items in lists. |
|                        |   | Text Structure   | Sentence  | Useful Vocabulary   | Word Classes  | Punctuation   |          |                   |              |             |  |  |  |   |   |
|                        |   | Sentences organised chronologically indicated by time related words, e.g. finally.<br><br>Divisions in narrative may be marked by sections/paragraphs.<br><br>Connections between sentences make reference to characters, e.g. Peter and Jane/they.<br><br>Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting. | Subject/verb sentences, e.g. He was... They were... It happened...<br><br>Simple connectives and, but, then, so, when link clauses.<br><br>Speech-like expressions in dialogue, e.g. Chill out!<br><br>Use simple adverbs, e.g. quickly, slowly.<br><br>Use simple noun phrases, e.g. massive field.  | Year 2 ambitious vocabulary used<br><br>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise<br><br>Conjunctions: who, because<br><br>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully  | <u>Noun</u><br>Form nouns using suffixes and compounding.<br>Expanded noun phrases for description.<br>Add 'es' to nouns.<br><br><u>Verbs</u><br>Progressive form of verbs in the past and present tense.<br>Add 'es', 'ed' and 'ing' to verbs.<br><br><u>Adjectives</u><br>Add 'er' and 'est' to adjectives where no change is needed to root word.<br><br><u>Connectives/conjunctions</u><br>Subordination – when, if, that, because.<br>Coordination – or, and, but.<br><br><u>Tense</u><br>Correct and consistent use of past and present tense.<br><br><u>Adverbs</u><br>'ly' added to adjective to form adverb. | Use spaces that reflect the size of the letters.<br><br>Use full stops correctly.<br><br>Use question marks correctly.<br><br>Use exclamation marks correctly.<br><br>Use capital letters correctly.<br><br>Apostrophes for contractions.<br><br>Possessive apostrophes for singular nouns.<br><br>Commas to separate items in lists. |          |                   |              |             |  |  |  |   |   |
| Word / sentence / text | Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs<br>Subordination (using when, if, that, because) and coordination (using or, and, but)<br>Correct choice and consistent use of present tense and past tense throughout writing |  |   |   |   |   |          |                   |              |             |  |  |  |   |   |
| Punctuation            | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences(Y1)<br>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]  |  |   |   |   |   |          |                   |              |             |  |  |  |   |   |

|  |                     |   |  |  |  |  |  |  |  |  |  |
|--|---------------------|---|--|--|--|--|--|--|--|--|--|
| The Great Fire of London by Emma Adams<br>Non-Fiction<br>(Diary) | Writing composition | Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.<br>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.<br>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.<br>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.<br>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.<br>Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.<br>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.<br>Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).<br>Pupils should be taught to read aloud what they have written (Y1) with appropriate intonation to make the meaning clear<br>Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2) |  |  |  |  |  |  |  |  |  |
|  |                     | Word / sentence / text  |  |  |  |  |  |  |  |  |  |
|  |                     | Punctuation   |  |  |  |  |  |  |  |  |  |
|  |                     |   |  |  |  |  |  |  |  |  |  |
| Grammar Focus  |                     |   |  |  |  |  |  |  |  |  |  |
|  |                     |   | Different ways to construct sentences <ul style="list-style-type: none"><li>I can use subordinating conjunctions, e.g. when, if, that, because.</li><li>I can use coordinating conjunctions to link clauses, e.g. or, and, but, yet, so.</li><li>I can write a statement.</li><li>I can write an exclamation.</li><li>I can write a question.</li></ul> I can write a command.<br><b>Must have...</b> <ul style="list-style-type: none"><li>I can use coordinating conjunctions to link clauses, e.g. or, and, but, yet, so.</li><li>I can write a question.</li></ul> |  |  |  |  |  |  |  |  |

| Year 2                          |  |  |   |   |  |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|---------------------------------|--|--|---|---|--|---|---|--|--------------|-------------|------------------------------------|---|------------------------------------|---|--|--|--|-------------------------------|---|---------------------------|---------------------------------|--|------------------|---|-------------------------------|--|--|--|--|--|----------------------------------|--|--|--|--------------------------------------|---|--------------------------------|--|--|--|--|---|-------------------------------|--|--|--|--|--|--|--|--|--|--|--|------------------------------------|
|                                 | Text / Genre   |  | Objectives  | Genre Progression   |  |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
| Term 2                          | Hibernation<br>Non-fiction<br>(Non Chron report)                           | Writ<br>in<br>g<br>co<br>mp<br>osi<br>tio<br>n         | <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Pupils should be taught to read aloud what they have written (Y1) with appropriate intonation to make the meaning clear.</p> <p>Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2)</p> | <table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Brief introduction and conclusion.</td><td>Subject/verb sentences e.g. He was... They were... It happened...</td><td>They like to...<br/><br/>They can...</td><td><u>Noun</u><br/>Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</td><td>Use spaces that reflect the size of the letters.</td></tr><tr><td>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</td><td>Some modal verbs introduced e.g. would, could, should.</td><td>It can...<br/><br/>Like many...</td><td><u>Verbs</u><br/>Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</td><td>Use full stops correctly.</td></tr><tr><td>Main ideas organised in groups.</td><td>Use simple adverbs, e.g. loudly, gently.</td><td>I am going to...</td><td><u>Adjectives</u><br/>Add 'er' and 'est' to adjectives where no change is needed to root word.</td><td>Use question marks correctly.</td></tr><tr><td></td><td></td><td></td><td>There are two sorts of...<br/><br/>They live in...</td><td><u>Connectives/conjunctions</u><br/>Subordination – when, if, that, because. Coordination – or, and, but.</td><td>Use exclamation marks correctly.</td></tr><tr><td></td><td></td><td></td><td>The ____ have but the ____ have ____</td><td><u>Tense</u><br/>Correct and consistent use of past and present tense.</td><td>Use capital letters correctly.</td></tr><tr><td></td><td></td><td></td><td></td><td><u>Adverbs</u><br/>'ly' added to adjective to form adverb.</td><td>Apostrophes for contractions.</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>Possessive apostrophes for singular nouns.</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>Commas to separate items in lists.</td></tr></table> |  | Text Structure  | Sentence  | Useful Vocabulary                                | Word Classes | Punctuation | Brief introduction and conclusion. | Subject/verb sentences e.g. He was... They were... It happened... | They like to...<br><br>They can... | <u>Noun</u><br>Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. | Use spaces that reflect the size of the letters. | Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... | Some modal verbs introduced e.g. would, could, should. | It can...<br><br>Like many... | <u>Verbs</u><br>Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. | Use full stops correctly. | Main ideas organised in groups. | Use simple adverbs, e.g. loudly, gently. | I am going to... | <u>Adjectives</u><br>Add 'er' and 'est' to adjectives where no change is needed to root word. | Use question marks correctly. |  |  |  | There are two sorts of...<br><br>They live in... | <u>Connectives/conjunctions</u><br>Subordination – when, if, that, because. Coordination – or, and, but. | Use exclamation marks correctly. |  |  |  | The ____ have but the ____ have ____ | <u>Tense</u><br>Correct and consistent use of past and present tense. | Use capital letters correctly. |  |  |  |  | <u>Adverbs</u><br>'ly' added to adjective to form adverb. | Apostrophes for contractions. |  |  |  |  |  | Possessive apostrophes for singular nouns. |  |  |  |  |  | Commas to separate items in lists. |
|                                 |  | Text Structure   | Sentence  |   |  | Useful Vocabulary   | Word Classes  | Punctuation                                      |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
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|                                 | Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... | Some modal verbs introduced e.g. would, could, should. | It can...<br><br>Like many...   |   |  | <u>Verbs</u><br>Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. | Use full stops correctly.   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
| Main ideas organised in groups. | Use simple adverbs, e.g. loudly, gently.                                   | I am going to...                                       | <u>Adjectives</u><br>Add 'er' and 'est' to adjectives where no change is needed to root word.   | Use question marks correctly.   |  |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 |  |  | There are two sorts of...<br><br>They live in...  | <u>Connectives/conjunctions</u><br>Subordination – when, if, that, because. Coordination – or, and, but.  | Use exclamation marks correctly.           |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 |  |  | The ____ have but the ____ have ____  | <u>Tense</u><br>Correct and consistent use of past and present tense.   | Use capital letters correctly.             |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 |  |  |   | <u>Adverbs</u><br>'ly' added to adjective to form adverb.   | Apostrophes for contractions.              |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 |  |  |   |   | Possessive apostrophes for singular nouns. |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 |  |  |   |   | Commas to separate items in lists.         |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 |  | Wo<br>rd<br>/<br>sen<br>ten<br>ce<br>/<br>tex<br>t     | <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>  |   |  |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 |  | Pu<br>nct<br>uat<br>ion                                | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)</p>   |   |  |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 | If I Were in Charge of the World by Judith Viorst<br>Poetry (Free verse)   | Writin<br>g<br>compo<br>sition                         | <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing poetry.</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p>  |   |  |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 |  | Word<br>/<br>senten<br>ce<br>/<br>text                 |   |   |  |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 |  | Punct<br>uation  | <p>Commas to separate items in a list</p>   |   |  |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |
|                                 | Grammar Focus  |  |   |   |  |   |   |  |              |             |                                    |   |                                    |   |  |  |  |                               |   |                           |                                 |  |                  |   |                               |  |  |  |  |  |                                  |  |  |  |                                      |   |                                |  |  |  |  |   |                               |  |  |  |  |  |  |  |  |  |  |  |                                    |



|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <p>Nouns and noun phrases</p> <ul style="list-style-type: none"><li>I can write expanded <b>noun phrases</b> to add extra description, <i>e.g. The beautiful, blue butterfly.</i></li><li>I can use <b>apostrophes</b> to mark singular possession in nouns.</li><li>I use commas to separate adjectives in a nouns phrase, <i>e.g. It was a tall, elegant, mysterious figure.</i></li><li>I can use commas to separate a list of nouns.</li><li>I can use a <b>pronoun</b> to avoid repetition, e.g. <i>The ferocious dragon flew over the castle. She prepared to land.</i></li></ul>   | <ul style="list-style-type: none"><li>I use the terms <b>synonym</b> and <b>antonym</b> when exploring vocabulary.</li></ul> <p><b>Must have...</b></p> <ul style="list-style-type: none"><li>I use commas to separate a list of nouns.</li><li>I write expanded <b>noun phrases</b> to add extra description.</li><li>I identify adjectives.</li></ul> |
|  |  |  | Autumn Assessment Points  |   |
|  |  |  | <ul style="list-style-type: none"><li>writing narratives about personal experiences and those of others (real and fictional)</li><li>planning or saying out loud what they are going to write about</li><li>writing down ideas and/or key words, including new vocabulary</li><li>evaluating their writing with the teacher and other pupils</li><li>read aloud what they have written with appropriate intonation to make the meaning clear</li><li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters</li><li>sentences with different forms: statement, question, exclamation, command</li></ul> |   |

|   | Year 2  |   |  |  |  |  |                                   |   |  |  |  |                |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |  |                                |  |  |   |   |                                   |  |  |  |  |  |  |  |  |  |                                    |
|---|---|---|--|--|--|--|-----------------------------------|---|--|--|--|----------------|----------|-------------------|--------------|-------------|--|--|----------------------------------|--|--|--|---|---|--|---------------------------|---|--|--|---|-------------------------------|---|---|--|--|----------------------------------|--|--|----------------------------|--|--------------------------------|--|--|---|---|-----------------------------------|--|--|--|--|--|--|--|--|--|------------------------------------|
|   | Text / Genre  |   | Objectives   |  |  |  | Genre Progression                 |   |  |  |  |                |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |  |                                |  |  |   |   |                                   |  |  |  |  |  |  |  |  |  |                                    |
| Term 3  | The Storm Whale Narrative (Story)                         | Writing composition   | <p>Pupils should be taught to write sentences by saying out loud what they are going to write about. (Y1)</p> <p>Pupils should be taught to write sentences by composing a sentence orally before writing it. (Y1)</p> <p>Pupils should be taught to write sentences by sequencing sentences to form short narratives. (Y1)</p> <p>Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. (Y1)</p> <p>Pupils should be taught to discuss what they have written with the teacher or other pupils(Y1).</p> <p>Pupils should be taught to read aloud their writing clearly enough to be heard(Y1)</p> |  |  |  | The Storm Whale Narrative (Story) | <table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Sentences organised chronologically indicated by time related words, e.g. finally.</td><td>Subject/verb sentences, e.g. He was... They were... It happened...</td><td>Year 2 ambitious vocabulary used</td><td><u>Noun</u><br/>Form nouns using suffixes and compounding.<br/>Expanded noun phrases for description. Add 'es' to nouns.</td><td>Use spaces that reflect the size of the letters.</td></tr><tr><td>Divisions in narrative may be marked by sections/paragraphs.</td><td>Simple connectives and, but, then, so, when link clauses.</td><td>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</td><td><u>Verbs</u><br/>Progressive form of verbs in the past and present tense.<br/>Add 'es', 'ed' and 'ing' to verbs.</td><td>Use full stops correctly.</td></tr><tr><td>Connections between sentences make reference to characters, e.g. Peter and Jane/they.</td><td>Speech-like expressions in dialogue, e.g. Chill out!</td><td></td><td><u>Adjectives</u><br/>Add 'er' and 'est' to adjectives where no change is needed to root word.</td><td>Use question marks correctly.</td></tr><tr><td>Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.</td><td>Use simple adverbs, e.g. quickly, slowly.</td><td></td><td><u>Connectives/conjunctions</u><br/>Subordination – when, if, that, because. Coordination – or, and, but.</td><td>Use exclamation marks correctly.</td></tr><tr><td></td><td>Use simple noun phrases, e.g. massive field.</td><td>Conjunctions: who, because</td><td></td><td>Use capital letters correctly.</td></tr><tr><td></td><td></td><td>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</td><td><u>Adverbs</u><br/>'ly' added to adjective to form adverb.</td><td>Use apostrophes for contractions.</td></tr><tr><td></td><td></td><td></td><td></td><td>Possessive apostrophes for singular nouns.</td></tr><tr><td></td><td></td><td></td><td></td><td>Commas to separate items in lists.</td></tr></table> |  |  |  | Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation | Sentences organised chronologically indicated by time related words, e.g. finally. | Subject/verb sentences, e.g. He was... They were... 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Coordination – or, and, but. | Use exclamation marks correctly. |  | Use simple noun phrases, e.g. massive field. | Conjunctions: who, because |  | Use capital letters correctly. |  |  | Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully | <u>Adverbs</u><br>'ly' added to adjective to form adverb. | Use apostrophes for contractions. |  |  |  |  | Possessive apostrophes for singular nouns. |  |  |  |  | Commas to separate items in lists. |
|   |   | Text Structure  | Sentence   | Useful Vocabulary                          | Word Classes   | Punctuation                                      |                                   |   |  |  |  |                |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |  |                                |  |  |   |   |                                   |  |  |  |  |  |  |  |  |  |                                    |
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| Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting. | Use simple adverbs, e.g. quickly, slowly.                 |   | <u>Connectives/conjunctions</u><br>Subordination – when, if, that, because. Coordination – or, and, but.   | Use exclamation marks correctly.           |  |  |                                   |   |  |  |  |                |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |  |                                |  |  |   |   |                                   |  |  |  |  |  |  |  |  |  |                                    |
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|   |   | Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully   | <u>Adverbs</u><br>'ly' added to adjective to form adverb.  | Use apostrophes for contractions.          |  |  |                                   |   |  |  |  |                |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |  |                                |  |  |   |   |                                   |  |  |  |  |  |  |  |  |  |                                    |
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|   |   |   |  | Commas to separate items in lists.         |  |  |                                   |   |  |  |  |                |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |  |                                |  |  |   |   |                                   |  |  |  |  |  |  |  |  |  |                                    |
|   |   | Word / sentence / text  | <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. (Y1)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). (Y1)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. (Y1)</p> <p>How words can combine to make sentences. (Y1)</p> <p>Joining words and joining clauses using 'and'(Y1).</p> <p>Sequencing sentences to form short narratives(Y1)</p>                                     |  |  |  |                                   |   |  |  |  |                |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |  |                                |  |  |   |   |                                   |  |  |  |  |  |  |  |  |  |                                    |
|   |   | Punctuation   | <p>Separation of words with spaces. (Y1)</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. (Y1)</p> <p>Capital letters for names and for the personal pronoun 'I'. (Y1)</p>   |  |  |  |                                   |   |  |  |  |                |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |  |                                |  |  |   |   |                                   |  |  |  |  |  |  |  |  |  |                                    |

|   | How to make a birdfeeder<br>Non-fiction<br>(instructions)                                     | Writ<br>ing<br>com<br>posi<br>tion  | <p>Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</p> <p>Pupils should be taught to use relevant strategies to build their vocabulary.</p> <p>Pupils should be taught to articulate and justify answers, arguments and opinions.</p> <p>Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</p> <p>Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>   | <table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Brief introduction and conclusion.</td><td>Subject/verb sentences e.g. He was... They were...<br/>It happened...</td><td>They like to...<br/><br/>They can...</td><td><u>Noun</u><br/>Form nouns using suffixes and compounding.<br/>Expanded noun phrases for description. Add 'es' to nouns.</td><td>Use spaces that reflect the size of the letters.</td></tr><tr><td>Written in the appropriate tense. e.g. Sparrow's nest...<br/>Dinosaurs were...</td><td>Some modal verbs introduced e.g. would, could, should.</td><td>It can...<br/><br/>Like many...<br/><br/>I am going to...</td><td><u>Verbs</u><br/>Progressive form of verbs in the past and present tense.<br/>Add 'es', 'ed' and 'ing' to verbs.</td><td>Use full stops correctly.</td></tr><tr><td>Main ideas organised in groups.</td><td>Use simple adverbs, e.g. loudly, gently.<br/><br/>Use simple noun phrases, e.g. giant dinosaur.</td><td>There are two sorts of...<br/><br/>They live in...<br/><br/>The ___ have but the ___ have ___</td><td><u>Adjectives</u><br/>Add 'er' and 'est' to adjectives where no change is needed to root word.<br/><br/><u>Connectives/conjunctions</u><br/>Subordination – when, if, that, because.<br/>Coordination – or, and, but.<br/><br/><u>Tense</u><br/>Correct and consistent use of past and present tense.<br/><br/><u>Adverbs</u><br/>'ly' added to adjective to form adverb.</td><td>Use question marks correctly.</td></tr><tr><td></td><td></td><td></td><td></td><td>Use exclamation marks correctly.</td></tr><tr><td></td><td></td><td></td><td></td><td>Use capital letters correctly.</td></tr><tr><td></td><td></td><td></td><td></td><td>Apostrophes for contractions.</td></tr><tr><td></td><td></td><td></td><td></td><td>Possessive apostrophes for singular nouns.</td></tr><tr><td></td><td></td><td></td><td></td><td>Commas to separate items in lists.</td></tr></table> | Text Structure                     | Sentence   | Useful Vocabulary                                | Word Classes | Punctuation | Brief introduction and conclusion. | Subject/verb sentences e.g. He was... They were...<br>It happened... | They like to...<br><br>They can... | <u>Noun</u><br>Form nouns using suffixes and compounding.<br>Expanded noun phrases for description. Add 'es' to nouns. | Use spaces that reflect the size of the letters. | Written in the appropriate tense. e.g. Sparrow's nest...<br>Dinosaurs were... | Some modal verbs introduced e.g. would, could, should. | It can...<br><br>Like many...<br><br>I am going to... | <u>Verbs</u><br>Progressive form of verbs in the past and present tense.<br>Add 'es', 'ed' and 'ing' to verbs. | Use full stops correctly. | Main ideas organised in groups. | Use simple adverbs, e.g. loudly, gently.<br><br>Use simple noun phrases, e.g. giant dinosaur. | There are two sorts of...<br><br>They live in...<br><br>The ___ have but the ___ have ___ | <u>Adjectives</u><br>Add 'er' and 'est' to adjectives where no change is needed to root word.<br><br><u>Connectives/conjunctions</u><br>Subordination – when, if, that, because.<br>Coordination – or, and, but.<br><br><u>Tense</u><br>Correct and consistent use of past and present tense.<br><br><u>Adverbs</u><br>'ly' added to adjective to form adverb. | Use question marks correctly. |  |  |  |  | Use exclamation marks correctly. |  |  |  |  | Use capital letters correctly. |  |  |  |  | Apostrophes for contractions. |  |  |  |  | Possessive apostrophes for singular nouns. |  |  |  |  | Commas to separate items in lists. |
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|   |   |   |   | Use exclamation marks correctly.   |                                    |  |  |              |             |                                    |  |                                    |  |  |   |  |   |  |                           |                                 |   |   |  |                               |  |  |  |  |                                  |  |  |  |  |                                |  |  |  |  |                               |  |  |  |  |  |  |  |  |  |                                    |
|   |   |   |   | Use capital letters correctly.   |                                    |  |  |              |             |                                    |  |                                    |  |  |   |  |   |  |                           |                                 |   |   |  |                               |  |  |  |  |                                  |  |  |  |  |                                |  |  |  |  |                               |  |  |  |  |  |  |  |  |  |                                    |
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|   |   |   |   | Possessive apostrophes for singular nouns.   |                                    |  |  |              |             |                                    |  |                                    |  |  |   |  |   |  |                           |                                 |   |   |  |                               |  |  |  |  |                                  |  |  |  |  |                                |  |  |  |  |                               |  |  |  |  |  |  |  |  |  |                                    |
|   |   |   |   | Commas to separate items in lists.   |                                    |  |  |              |             |                                    |  |                                    |  |  |   |  |   |  |                           |                                 |   |   |  |                               |  |  |  |  |                                  |  |  |  |  |                                |  |  |  |  |                               |  |  |  |  |  |  |  |  |  |                                    |
|   |   | Wo<br>rd<br>/<br>sen<br>ten<br>ce<br>/<br>tex<br>t  | <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud (YR 1) what they are going to write about.</p> <p>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Pupils should be taught to read aloud what they have written (YR 1) with appropriate intonation to make the meaning clear.</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> |  |                                    |  |  |              |             |                                    |  |                                    |  |  |   |  |   |  |                           |                                 |   |   |  |                               |  |  |  |  |                                  |  |  |  |  |                                |  |  |  |  |                               |  |  |  |  |  |  |  |  |  |                                    |
|   |   | Pu<br>nct<br>uat<br>ion   |   |  |                                    |  |  |              |             |                                    |  |                                    |  |  |   |  |   |  |                           |                                 |   |   |  |                               |  |  |  |  |                                  |  |  |  |  |                                |  |  |  |  |                               |  |  |  |  |  |  |  |  |  |                                    |
|   | Grammar Focus   |   |   |  |                                    |  |  |              |             |                                    |  |                                    |  |  |   |  |   |  |                           |                                 |   |   |  |                               |  |  |  |  |                                  |  |  |  |  |                                |  |  |  |  |                               |  |  |  |  |  |  |  |  |  |                                    |
|   |   |   | <p>Adverbials</p> <ul style="list-style-type: none"><li>I use <i>ly</i> to change adjectives into adverbs, e.g. <i>careful</i> – <i>carefully</i>.</li><li>I add extra information about: <i>when, where</i> or <i>how</i>, e.g. <i>now, soon, away, almost, off, fast</i>.</li><li>I use <b>similes</b> to show how something is happening.</li></ul>  | <p><i>Must haves...</i></p> <ul style="list-style-type: none"><li>I use <i>ly</i> to change adjectives into adverbs.</li></ul>   |                                    |  |  |              |             |                                    |  |                                    |  |  |   |  |   |  |                           |                                 |   |   |  |                               |  |  |  |  |                                  |  |  |  |  |                                |  |  |  |  |                               |  |  |  |  |  |  |  |  |  |                                    |

| Year 2  |  |   |  |   |  |  |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |   |                                |  |  |   |   |                               |  |  |  |  |  |  |  |  |  |                                    |
|---|--|---|--|---|--|--|----------|-------------------|--------------|-------------|--|--|----------------------------------|--|--|--|---|---|--|---------------------------|---|--|--|---|-------------------------------|---|---|--|--|----------------------------------|--|--|----------------------------|---|--------------------------------|--|--|---|---|-------------------------------|--|--|--|--|--|--|--|--|--|------------------------------------|
|   | Text / Genre   |   | Year 2 Objectives  | Genre Progression   |  |  |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |   |                                |  |  |   |   |                               |  |  |  |  |  |  |  |  |  |                                    |
| Term 4  | George and the Dragon by Christopher Wormell<br>Narrative (Legend) | Writ<br>ing<br>com<br>posi<br>tion  | <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Pupils should be taught to read aloud what they have written (Y1) with appropriate intonation to make the meaning clear.</p> | <table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Sentences organised chronologically indicated by time related words, e.g. finally.</td><td>Subject/verb sentences, e.g. He was... 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Coordination – or, and, but.</td><td>Use exclamation marks correctly.</td></tr><tr><td></td><td>Use simple noun phrases, e.g. massive field.</td><td>Conjunctions: who, because</td><td><u>Tense</u><br/>Correct and consistent use of past and present tense.</td><td>Use capital letters correctly.</td></tr><tr><td></td><td></td><td>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</td><td><u>Adverbs</u><br/>'ly' added to adjective to form adverb.</td><td>Apostrophes for contractions.</td></tr><tr><td></td><td></td><td></td><td></td><td>Possessive apostrophes for singular nouns.</td></tr><tr><td></td><td></td><td></td><td></td><td>Commas to separate items in lists.</td></tr></table> |  | Text Structure                                   | Sentence | Useful Vocabulary | Word Classes | Punctuation | Sentences organised chronologically indicated by time related words, e.g. finally. | Subject/verb sentences, e.g. He was... 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Coordination – or, and, but. | Use exclamation marks correctly. |  | Use simple noun phrases, e.g. massive field. | Conjunctions: who, because | <u>Tense</u><br>Correct and consistent use of past and present tense. | Use capital letters correctly. |  |  | Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully | <u>Adverbs</u><br>'ly' added to adjective to form adverb. | Apostrophes for contractions. |  |  |  |  | Possessive apostrophes for singular nouns. |  |  |  |  | Commas to separate items in lists. |
|   |  | Text Structure  | Sentence   | Useful Vocabulary   | Word Classes   | Punctuation                                      |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |   |                                |  |  |   |   |                               |  |  |  |  |  |  |  |  |  |                                    |
|   |  | Sentences organised chronologically indicated by time related words, e.g. finally.  | Subject/verb sentences, e.g. He was... They were... It happened...   | Year 2 ambitious vocabulary used  | <u>Noun</u><br>Form nouns using suffixes and compounding.<br>Expanded noun phrases for description. Add 'es' to nouns. | Use spaces that reflect the size of the letters. |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |   |                                |  |  |   |   |                               |  |  |  |  |  |  |  |  |  |                                    |
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|   | Use simple noun phrases, e.g. massive field.                       | Conjunctions: who, because  | <u>Tense</u><br>Correct and consistent use of past and present tense.  | Use capital letters correctly.  |  |  |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |   |                                |  |  |   |   |                               |  |  |  |  |  |  |  |  |  |                                    |
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| The Day the Crayons Quit by Drew Darwell<br>Non-Fiction (Persuasive Letter)   | Writ<br>ing<br>com<br>posi<br>tion                                 | <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Pupils should be taught to read aloud what they have written (Y1) with appropriate intonation to make the meaning clear</p> <p>Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2)</p> |  |   |  |  |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |   |                                |  |  |   |   |                               |  |  |  |  |  |  |  |  |  |                                    |
|   | Wo<br>rd<br>/<br>sen<br>ten<br>ce<br>/<br>tex<br>t                 | <p>Formation of adjectives using suffixes such as – ful, –less</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>  |  |   |  |  |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |   |                                |  |  |   |   |                               |  |  |  |  |  |  |  |  |  |                                    |
|   | Pu<br>nct<br>uat<br>ion  | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences(Y1)   |  |   |  |  |          |                   |              |             |  |  |                                  |  |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |  |                                  |  |  |                            |   |                                |  |  |   |   |                               |  |  |  |  |  |  |  |  |  |                                    |



|  |               |  |  |  |
|--|---------------|--|--|--|
|  | Grammar Focus |  |  |  |
|  |               |  | <u>Verbs</u> <ul style="list-style-type: none"><li>I choose the correct tense for my piece of writing.</li><li>I can write in the simple present tense.</li><li>I can write in the simple past tense.</li><li>I can use the progressive form of verbs in the present and past tense, e.g. <i>She is drumming. He was shouting.</i></li></ul>   | <ul style="list-style-type: none"><li>I can recognise when verbs are written informally or formally, e.g. <i>I cannot attend the School Council meeting today. I can't come today.</i></li><li>I can use and identify verbs within my sentences –including (being/having/doing).</li></ul> <b>Must have's...</b> <ul style="list-style-type: none"><li>I can use and identify verbs within my sentences –including (being/having/doing).</li></ul> |
|  |               |  | Spring Assessment Points   |  |
|  |               |  | <ul style="list-style-type: none"><li>writing about real events</li><li>encapsulating what they want to say, sentence by sentence</li><li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly</li><li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks</li><li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li></ul> |  |

|   | Year 2  |   |   |   |  |   |  |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |                                    |                                  |  |  |  |  |                                |  |  |                            |  |                               |  |  |   |   |  |  |  |  |   |                                    |
|---|---|---|---|---|--|---|--|-------------------|--------------|-------------|--|--|----------------------------------|---|--|--|---|---|--|---------------------------|---|--|--|---|-------------------------------|---|---|--|------------------------------------|----------------------------------|--|--|--|--|--------------------------------|--|--|----------------------------|--|-------------------------------|--|--|---|---|--|--|--|--|---|------------------------------------|
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| Term 5  | Milo Imagines Fiction (Narrative)                         | Writin g compo sition   | <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Pupils should be taught to read aloud what they have written (YR 1) with appropriate intonation to make the meaning clear.</p>  | <table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Sentences organised chronologically indicated by time related words, e.g. finally.</td><td>Subject/verb sentences, e.g. He was... 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|   | Use simple noun phrases, e.g. massive field.              |   | <u>Connectives/conjunctions</u><br>Subordination – when, if, that, because. Coordination – or, and, but.  | Use capital letters correctly.  |  |   |  |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |                                    |                                  |  |  |  |  |                                |  |  |                            |  |                               |  |  |   |   |  |  |  |  |   |                                    |
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|   |   | Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully   | <u>Tense</u><br>Correct and consistent use of past and present tense.   | Possessive apostrophes for singular nouns.  |  |   |  |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |                                    |                                  |  |  |  |  |                                |  |  |                            |  |                               |  |  |   |   |  |  |  |  |   |                                    |
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|   | Plants by DK Non-Fiction (Information Text)               | Word / senten ce / text   | <p>Formation of nouns using suffixes such as – ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as – ful, –less</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>   |   |  |   |  |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |                                    |                                  |  |  |  |  |                                |  |  |                            |  |                               |  |  |   |   |  |  |  |  |   |                                    |
|   |   | Punct uation  | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (YR 1)</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>  |   |  |   |  |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |                                    |                                  |  |  |  |  |                                |  |  |                            |  |                               |  |  |   |   |  |  |  |  |   |                                    |
|   |   | Writin g compo sition   | <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Pupils should be taught to read aloud what they have written (Y1) with appropriate intonation to make the meaning clear.</p> <p>Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2)</p> |   |  |   |  |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |   |   |  |                                    |                                  |  |  |  |  |                                |  |  |                            |  |                               |  |  |   |   |  |  |  |  |   |                                    |

|  |               |                        |   |  |
|--|---------------|------------------------|---|--|
|  |               | Word / sentence / text | Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs<br>Subordination (using when, if, that, because) and co-ordination (using or, and, but)<br>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command<br>Correct choice and consistent use of present tense and past tense throughout writing |  |
|  |               | Punctuation            | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences   |  |
|  | Grammar Focus |                        |   |  |
|  |               |                        | <b>Cohesion</b> <ul style="list-style-type: none"><li>I use the present tense accurately in my writing.</li><li>I use the past tense accurately in my writing.</li><li>I use a range of pronouns accurately in my writing to avoid repetition, <i>e.g. he, she, it, they, you</i>.</li></ul>  | <b>Must have...</b> <ul style="list-style-type: none"><li>I use the present tense accurately in my writing.</li><li>I use the past tense accurately in my writing.</li><li>I use a range of pronouns accurately in my writing to avoid repetition.</li></ul> |

|   | Year 2   |   |  |  |                |          |                   |              |             |                                    |  |                                    |  |  |   |  |   |  |  |                                 |   |   |  |   |
|---|--|---|--|--|----------------|----------|-------------------|--------------|-------------|------------------------------------|--|------------------------------------|--|--|---|--|---|--|--|---------------------------------|---|---|--|---|
|   | Text / Genre   |   | Objectives   | Genre Progression  |                |          |                   |              |             |                                    |  |                                    |  |  |   |  |   |  |  |                                 |   |   |  |   |
| Term 6  | Neil Armstrong Questions   | Writing composition   | Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.<br>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.<br>Pupils should be taught to consider what they are going to write before beginning by planning or <b>saying out loud (YR 1)</b> what they are going to write about.<br>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.<br>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.<br>Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.<br>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.<br>Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).<br>Pupils should be taught to read aloud what they have written. <b>(YR 1)</b> with appropriate intonation to make the meaning clear. | <table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Brief introduction and conclusion.</td><td>Subject/verb sentences e.g. He was... They were...<br/>It happened...</td><td>They like to...<br/><br/>They can...</td><td><u>Noun</u><br/>Form nouns using suffixes and compounding.<br/>Expanded noun phrases for description. Add 'es' to nouns.</td><td>Use spaces that reflect the size of the letters.</td></tr><tr><td>Written in the appropriate tense. e.g. Sparrow's nest...<br/>Dinosaurs were...</td><td>Some modal verbs introduced e.g. would, could, should.<br/><br/>Use simple adverbs, e.g. loudly, gently.</td><td>It can...<br/><br/>Like many...<br/><br/>I am going to...</td><td><u>Verbs</u><br/>Progressive form of verbs in the past and present tense.<br/>Add 'es', 'ed' and 'ing' to verbs.</td><td>Use full stops correctly.<br/><br/>Use question marks correctly.</td></tr><tr><td>Main ideas organised in groups.</td><td>Use simple noun phrases, e.g. giant dinosaur.</td><td>There are two sorts of...<br/><br/>They live in...<br/><br/>The ___ have but the ___ have ___</td><td><u>Adjectives</u><br/>Add 'er' and 'est' to adjectives where no change is needed to root word.<br/><br/><u>Connectives/conjunctions</u><br/>Subordination – when, if, that, because.<br/>Coordination – or, and, but.<br/><br/><u>Tense</u><br/>Correct and consistent use of past and present tense.<br/><br/><u>Adverbs</u><br/>'ly' added to adjective to form adverb.</td><td>Use exclamation marks correctly.<br/><br/>Use capital letters correctly.<br/><br/>Apostrophes for contractions.<br/><br/>Possessive apostrophes for singular nouns.<br/><br/>Commas to separate items in lists.</td></tr></table> | Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation | Brief introduction and conclusion. | Subject/verb sentences e.g. He was... They were...<br>It happened... | They like to...<br><br>They can... | <u>Noun</u><br>Form nouns using suffixes and compounding.<br>Expanded noun phrases for description. Add 'es' to nouns. | Use spaces that reflect the size of the letters. | Written in the appropriate tense. e.g. Sparrow's nest...<br>Dinosaurs were... | Some modal verbs introduced e.g. would, could, should.<br><br>Use simple adverbs, e.g. loudly, gently. | It can...<br><br>Like many...<br><br>I am going to... | <u>Verbs</u><br>Progressive form of verbs in the past and present tense.<br>Add 'es', 'ed' and 'ing' to verbs. | Use full stops correctly.<br><br>Use question marks correctly. | Main ideas organised in groups. | Use simple noun phrases, e.g. giant dinosaur. | There are two sorts of...<br><br>They live in...<br><br>The ___ have but the ___ have ___ | <u>Adjectives</u><br>Add 'er' and 'est' to adjectives where no change is needed to root word.<br><br><u>Connectives/conjunctions</u><br>Subordination – when, if, that, because.<br>Coordination – or, and, but.<br><br><u>Tense</u><br>Correct and consistent use of past and present tense.<br><br><u>Adverbs</u><br>'ly' added to adjective to form adverb. | Use exclamation marks correctly.<br><br>Use capital letters correctly.<br><br>Apostrophes for contractions.<br><br>Possessive apostrophes for singular nouns.<br><br>Commas to separate items in lists. |
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|   |  | Word / sentence / text  | Formation of adjectives using suffixes such as –ful, –less<br>Subordination (using when, if, that, because) and co-ordination (using or, and, but)<br>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]<br>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command<br>Correct choice and consistent use of present tense and past tense throughout writing   |  |                |          |                   |              |             |                                    |  |                                    |  |  |   |  |   |  |  |                                 |   |   |  |   |
|   |  | Punctuation   | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. <b>(YR 1)</b><br>Commas to separate items in a list   |  |                |          |                   |              |             |                                    |  |                                    |  |  |   |  |   |  |  |                                 |   |   |  |   |



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It happened... | Year 2 ambitious vocabulary used | <u>Noun</u><br>Form nouns using suffixes and compounding.<br>Expanded noun phrases for description.<br>Add ‘es’ to nouns. | Use spaces that reflect the size of the letters. | Divisions in narrative may be marked by sections/paragraphs. | Simple connectives and, but, then, so, when link clauses. | Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise | <u>Verbs</u><br>Progressive form of verbs in the past and present tense.<br>Add ‘es’, ‘ed’ and ‘ing’ to verbs. | Use full stops correctly. | Connections between sentences make reference to characters, e.g. Peter and Jane/they. | Speech-like expressions in dialogue, e.g. Chill out! |  | <u>Adjectives</u><br>Add ‘er’ and ‘est’ to adjectives where no change is needed to root word. | Use question marks correctly. |  | Use simple adverbs, e.g. quickly, slowly. |  | Add ‘es’, ‘ed’ and ‘ing’ to verbs. | Use exclamation marks correctly. |  | Use simple noun phrases, e.g. massive field. |  | <u>Connectives/conjunctions</u><br>Subordination – when, if, that, because. Coordination – or, and, but. | Use capital letters correctly. | Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting. |  | Conjunctions: who, because | <u>Tense</u><br>Correct and consistent use of past and present tense. | Apostrophes for contractions. |  |  | Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully | <u>Adverbs</u><br>‘ly’ added to adjective to form adverb. | Possessive apostrophes for singular nouns. |  |  |  |  | Commas to separate items in lists. |
|---|--|---|--|---|---|----------------|----------|-------------------|--------------|-------------|--|--|----------------------------------|---|--|--|---|---|--|---------------------------|---|--|--|---|-------------------------------|--|---|--|------------------------------------|----------------------------------|--|--|--|--|--------------------------------|---|--|----------------------------|---|-------------------------------|--|--|---|---|--|--|--|--|--|------------------------------------|
| Text Structure  | Sentence   | Useful Vocabulary   | Word Classes   | Punctuation   |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
| Sentences organised chronologically indicated by time related words, e.g. finally.  | Subject/verb sentences, e.g. He was... They were... It happened... | Year 2 ambitious vocabulary used  | <u>Noun</u><br>Form nouns using suffixes and compounding.<br>Expanded noun phrases for description.<br>Add ‘es’ to nouns.  | Use spaces that reflect the size of the letters.  |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
| Divisions in narrative may be marked by sections/paragraphs.  | Simple connectives and, but, then, so, when link clauses.          | Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise | <u>Verbs</u><br>Progressive form of verbs in the past and present tense.<br>Add ‘es’, ‘ed’ and ‘ing’ to verbs.   | Use full stops correctly.   |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
| Connections between sentences make reference to characters, e.g. Peter and Jane/they.   | Speech-like expressions in dialogue, e.g. Chill out!               |   | <u>Adjectives</u><br>Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.  | Use question marks correctly.   |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
|   | Use simple adverbs, e.g. quickly, slowly.                          |   | Add ‘es’, ‘ed’ and ‘ing’ to verbs.   | Use exclamation marks correctly.  |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
|   | Use simple noun phrases, e.g. massive field.                       |   | <u>Connectives/conjunctions</u><br>Subordination – when, if, that, because. Coordination – or, and, but.   | Use capital letters correctly.  |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
| Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting. |  | Conjunctions: who, because  | <u>Tense</u><br>Correct and consistent use of past and present tense.  | Apostrophes for contractions.   |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
|   |  | Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully   | <u>Adverbs</u><br>‘ly’ added to adjective to form adverb.  | Possessive apostrophes for singular nouns.  |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
|   |  |   |  | Commas to separate items in lists.  |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
|   | Grammar Focus  |   |  |   |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
|   |  |   | <div>Punctuation</div> <div><ul style="list-style-type: none"><li>I use <b>question marks</b> to end my sentences.</li><li>I use exclamation marks to end <b>exclamation sentences</b>.</li><li>I use <b>exclamation marks</b> for emphasis.</li><li>I use <b>commas</b> and <b>and</b> to separate items in a list.</li><li>I use <b>apostrophes</b> to mark singular possession in nouns.</li><li>I can use an <b>apostrophe</b> to show the omission of letters.</li></ul></div>  | <div>Must have...</div> <div><ul style="list-style-type: none"><li>I use <b>question marks</b> to end my sentences.</li><li>I use exclamation marks to end <b>exclamation sentences</b>.</li><li>I use <b>exclamation marks</b> for emphasis.</li></ul></div> |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
|   |  |   | Summer Assessment Points   |   |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |
|   |  |   | <div><ul style="list-style-type: none"><li>writing poetry</li><li>writing for different purposes</li><li>proof-reading to check for errors in spelling - check spellings with a dictionary</li><li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li><li>the present and past tenses correctly and consistently including the progressive form</li><li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li><li>the grammar for year 2 in English Appendix 2</li><li>some features of written Standard English</li><li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li></ul></div>  |   |   |                |          |                   |              |             |  |  |                                  |   |  |  |   |   |  |                           |   |  |  |   |                               |  |   |  |                                    |                                  |  |  |  |  |                                |   |  |                            |   |                               |  |  |   |   |  |  |  |  |  |                                    |