



Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. <u>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</u></p> <p>S2. <u>To spell Year 2 common exception words. (Appendix 1)</u></p> <p>S3. <u>To apply spelling rules and guidance, as listed in English Appendix 1</u></p> <p>S4. <u>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</u></p>	<p>H1. <u>To form lower-case letters of the correct size relative to one another.</u></p> <p>H2. <u>To use spacing between words that reflects the size of the letters.</u></p> <p>H3. <u>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</u></p> <p>H4. <u>To start using some of the diagonal and horizontal strokes needed to join letters.</u></p> <p>H5. <u>To understand which letters, when adjacent to one another, are best left un-joined.</u></p>	<p>C1. <u>To plan or say out loud what they are going to write about.</u></p> <p>C2. <u>To write down ideas and/or key words, including new vocabulary.</u></p> <p>C3. <u>To encapsulate what they want to say, sentence by sentence.</u></p> <p>C4. <u>To develop positive attitudes towards writing.</u></p> <p>C5. <u>To write for different purposes, effectively and draw on my reading experiences to inform the vocabulary and grammar in my writing.</u></p> <p>C6. <u>To write narratives about personal experiences and those of others (real and fictional) ✦ writing about real events ✦ writing poetry ✦ writing for different purposes).</u></p> <p>C7. <u>To develop writing stamina so that I can write at length.</u></p> <p>C8. <u>To make simple additions, revisions and corrections to their own writing</u></p> <p>C9. <u>To re-read to check that own writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</u></p> <p>C10. <u>To evaluate their writing with the teacher and other pupils</u></p> <p>C11. <u>To proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</u></p>	<p>V1. <u>To learn the grammar for year 2 in English Appendix 2.</u></p> <p>V2. <u>Formation of nouns using suffixes such as -ness, -er (plumb - plumber)</u></p> <p>V3. <u>To form noun phrases by compounding (For example, whiteboard, superman).</u></p> <p>V4. <u>To form adjectives using suffixes such as -ful, -less (see full list of suffixes can be found in the Year 2 spelling section of English appendix 1).</u></p> <p>V5. <u>To use the suffixes -er, and -est in adjectives.</u></p> <p>V6. <u>To use the suffix -ly to turn adjectives into adverbs.</u></p> <p>V7. <u>To use subordination (using when, if, that, or because)</u></p> <p>V8. <u>co-ordination (using or, and, or but).</u></p> <p>V9. <u>To use expanded noun phrases to describe and specify [for example, the blue butterfly].</u></p> <p>V10. <u>To understand the purpose of and write statement sentences.</u></p> <p>V11. <u>To understand the purpose of and write question sentences.</u></p> <p>V12. <u>To understand the purpose of and write exclamation sentences.</u></p> <p>V13. <u>To understand the purpose of and write command sentences.</u></p> <p>V14. <u>To use the present and past tenses mostly correctly and consistently throughout writing.</u></p>



		<p>C12. <u>To read aloud what they have written with appropriate intonation to make the meaning clear.</u></p>	<p>V15. To use the progressive form of verbs in the present and past tense to mark actions in progress (For example, she is drumming, he was shouting).</p> <p>V16. To learn how to use both familiar and new punctuation correctly (see English Appendix 2),</p> <p>V17. To use the punctuation taught in Yrs 1& 2 mostly correctly.</p> <p>V18. <u>To use full stops and Capital Letters.</u></p> <p>V19. <u>To use an exclamation mark correctly in a sentence.</u></p> <p>V20. <u>To use a question mark correctly in a sentence.</u></p> <p>V21. <u>To use commas to separate items in a list correctly.</u></p> <p>V22. <u>To use apostrophes to mark singular possession in nouns.</u></p> <p>V23. <u>To use apostrophes for contracted forms.</u></p> <p>V24. <u>To use and understand the grammatical terminology in English Appendix 2 in discussing their writing:</u></p> <p>a) <u>Noun</u></p> <p>b) <u>noun phrase</u></p> <p>c) <u>statement</u></p> <p>d) <u>question</u></p> <p>e) <u>exclamation</u></p> <p>f) <u>command</u></p> <p>g) <u>compound</u></p> <p>h) <u>suffix</u></p> <p>i) <u>adjective</u></p> <p>j) <u>adverb</u></p> <p>k) <u>verb</u></p> <p>l) <u>tense (past, present)</u></p> <p>m) <u>apostrophe</u></p>
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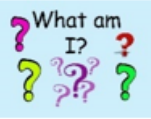







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Genres of Writing

Narrative	Non-Fiction	Poetry
<ul style="list-style-type: none"> • Stories with a familiar setting • Character and setting descriptions • Traditional and well-loved stories (where appropriate to include stories from other cultures) • Retell with an alternative twist • Letters 	<ul style="list-style-type: none"> • Information pages • Recount • Instructions 	<ul style="list-style-type: none"> • Riddles • Acrostic



Year 2	Autumn	Spring	Summer
English texts	 <p>Fiction- Character/setting descriptions, Retell of traditional and well-loved stories.</p>  <p>Fiction- Retell with alternative twist.</p>  <p>Poetry- Acrostic- Seasons</p>  <p>Non-Fiction- Instructions-</p>  <p>Fiction- Character/setting descriptions, retell</p> <p>Opportunities for Non-fiction- recounts (forest school, nativity)</p>	 <p>Fiction- Letters</p>  <p>Fiction- Character description, setting description, retell stories with familiar setting and Alternative version</p>  <p>Non-Fiction- Instructions</p>  <p>Poetry- Riddles (Animals linked to <u>Science</u>)</p>  <p>Fiction Character description, setting description.</p> <p>Non-fiction- recount</p> <p>Opportunities for Non-fiction- recounts (school trip, daffodil service) Instructions- Easter cakes</p>	 <p>Fiction- Setting description, retell</p>  <p>Fiction- Character description, retell of stories with a familiar setting.</p>  <p>Non-fiction- Information page</p> <p>Fiction- Retell of well-loved stories.</p>  <p>Poetry- Pupil choice between acrostic or riddle poetry.</p>