

YEAR 2 LITERACY- WRITING

	AUTUMN 1	AUTUMN 2
COMPOSITION	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • 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 • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	
TEXT/ VOCAB	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p><i>Use of common and proper nouns (e.g. Scotland, Grace Darling)</i></p>	<p><i>Introduce the term adverb (Instructions)</i></p>
SENTENCE	<p>Co-ordination (using <i>or, and, but</i>)</p> <p>f) BOYS sentence (compound) - <i>To teach simple conjunctions - elements of FANBOYS in writing.</i></p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>h) Question sentence using either <i>who, what, when, where, why, would, was, will and what if at the beginning.</i></p>	<p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>Subordination (using <i>when, if, that, because</i>) g) Connective sentence - <i>to use because in written sentences to extend ideas.</i></p> <p>b) List (adjective) sentences using commas to separate three or more words/ideas. <i>He was a fat, hairy, ugly troll.</i></p> <p>j) -ly sentence (adverb)- <i>to be able to write a sentence that ends with two adverbs separated by and (how an action is being done)</i></p>
PUNCTUATION	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>HA- Inverted Commas</p>
GENRE / TEXTS	<ul style="list-style-type: none"> • Narrative - <i>George and The Dragon</i> • Non- Fiction - <i>The Day The Crayons Quit</i> 	<ul style="list-style-type: none"> • Own Planning - Narrative - <i>Stone Age Boy</i> • Non-Fiction - <i>Meerkat Christmas</i>
SPELLING	<p><u>YEAR 2 SPELLING</u></p> <p>Pupils should be taught to:</p> <p>Spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, <i>the girl's book</i>] • distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including <i>-ment, -ness, -ful, -less, -ly</i></p> <p>Apply spelling rules and guidance, as listed in <u>English Appendix 1</u></p>	<p><u>Specific Spellings (Appendix):-</u></p> <p>Letters and Sounds - Phase 5 & 6</p> <p>Contractions - <i>can't, didn't, hasn't, couldn't, it's, I'll</i></p> <p>-tion spelling station, <i>fiction, motion, national, section</i></p>
HAND WRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	

YEAR 2 LITERACY- WRITING

	SPRING 1	SPRING 2
COMPOSITION	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • 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 • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	
TEXT/ VOCAB	<p>Use of 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>Introduce use of paragraphs/ sections in writing</p>	<p>Use of 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>
SENTENCE	<p><i>i) Magic two sentences - (2 verbs connected by 'and')</i> <i>The boy sat and cried to himself.</i></p>	<p><i>b) List (adjective) sentences using commas to separate three or more words/ ideas.</i> <i>He was a fat, hairy, ugly troll.</i></p> <p><i>g) Connective sentence -to use because in written sentences to extend ideas.</i> <i>I like football because it is fun.</i></p>
PUNCTUATION	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p> <p>HA- Inverted Commas</p>
GENRE / TEXTS	<ul style="list-style-type: none"> • Narrative - The Owl Who Was Afraid of the Dark • Non-fiction - Big Cats 	<ul style="list-style-type: none"> • Non-Fiction - The Great Fire of London • Narrative - Little Red Reading Hood
SPELLING	<p><u>YEAR 2 SPELLING</u></p> <p>Pupils should be taught to:</p> <p>Spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, <i>the girl's book</i>] • distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance, as listed in <u>English Appendix 1</u></p>	<p><u>Specific Spellings (Appendix):-</u></p> <p>Letters and Sounds - Phase 5 & 6</p> <p>Contractions - can't, didn't, hasn't, couldn't, it's, I'll</p> <p>Possessive apostrophes - Megan's, Ravi's, the girl's, the child's, the man's</p> <p>-le spelling - table, apple, bottle, little, middle</p> <p>-el spelling - camel, tunnel, squirrel, travel, towel, tinsel</p> <p>-al spelling - metal, pedal, capital, hospital, animal</p> <p>-il spelling -pencil, fossil, nostril</p>
HAND WRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	

YEAR 2 LITERACY- WRITING

	SUMMER 1	SUMMER 2
COMPOSITION	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • 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 • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	
TEXT/ VOCAB	Correct choice and consistent use of present tense and past tense throughout writing	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
SENTENCE	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]
PUNCTUATION	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] Apostrophes to mark a singular possession	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences . Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] Apostrophes to mark a singular possession
GENRE / TEXTS	<ul style="list-style-type: none"> • Non-Fiction - In my Heart • Narrative - The Marvellous Fluffy Squishy Itty Bitty 	<ul style="list-style-type: none"> • Poetry - If I Were in Charge of the World • Non-Fiction - Singapore
SPELLING	YEAR 2 SPELLING Pupils should be taught to: Spell by: <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, <i>the girl's book</i>] • distinguishing between homophones and near-homophones Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidance, as listed in <u>English Appendix 1</u>	Specific Spellings (Appendix):- Letters and Sounds - Phase 5 & 6 Homophones/near homophones - <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i> Contractions - <i>can't, didn't, hasn't, couldn't, it's, I'll</i> Possessive apostrophes - <i>Megan's, Ravi's, the girl's, the child's, the man's</i>
HAND WRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	