
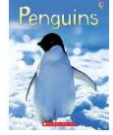

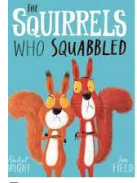
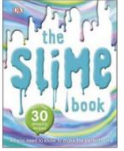
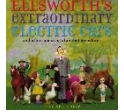



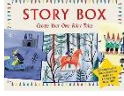
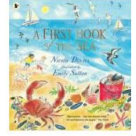


Year 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Progression of Core Texts Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</p>	<p>Lost and Found </p> <p>Purpose: To entertain</p> <p>Text type: Story with a moral</p> <p>Focus: Time sequences</p>	<p>Penguins </p> <p>Purpose: to inform</p> <p>Text Type: non-chronological report</p> <p>Focus: Appropriate use of past and present tense.\</p>	<p>The Three Little Pigs and the Big Bad Wolf </p> <p>Purpose: to entertain</p> <p>Text Type: Traditional Story</p> <p>Focus: Story with a pattern</p>	<p>The squirrels who squabbled </p> <p>Purpose: to entertain</p> <p>Text Type: Story with a moral</p> <p>Focus: Story with a pattern</p>	<p>Slime </p> <p>Purpose: to inform</p> <p>Text Type: Instructions</p> <p>Focus: Adverbials (First, Firstly, Next, After, Later...)</p>	<p>Ellsworth's Extraordinary and Electric Ears </p> <p>Purpose: to entertain</p> <p>Text Type: Poetry</p> <p>Focus: Alliterations</p>	<p>Tell Me a Dragon </p> <p>Purpose: to entertain</p> <p>Text Type: Poetry</p> <p>Focus: Description</p>	<p>Story Path </p> <p>Purpose: to entertain</p> <p>Text Type: Story with a journey</p> <p>Focus: Adverbials and noun phrases</p>	<p>Outdoor Wonderland </p> <p>Purpose: to inform</p> <p>Text Type: Information Text</p> <p>Focus: Factual sentences Layout</p>	<p>Story Box by Anne Laval </p> <p>Purpose: to entertain</p> <p>Text Type: Story with a moral</p> <p>Focus: Story with a pattern</p>	<p>A first book of the sea </p> <p>Purpose: to entertain</p> <p>Text Type: Poetry</p> <p>Focus: Play on words and play on sounds</p>	
Links to Wider Curriculum	Polar Explorers (Geography)	Geography: Polar Explorers			Science Materials		Art Clay work		Plants, animals and their habitats			
Independent purposeful writing outcomes	Story with a journey	Non-chronological report about an animal of their choice	Own story in the style of a traditional Tale		Instructional writing on activity undertaken in class	Class alphabet book	Class Dragon poem anthology	Own story with a journey		Own story in the style of a traditional Tale		
Grammar and punctuation	Simple sentence structure (capital letters and full stops). Verbs in past tense Compound sentences Some complex sentences using 'so' and 'because'	Complex sentences Verbs – past and present You could also teach simple sentences through this book although this has not been included in the sequence	Precise verb choices Past simple tense and present simple tense Expanded noun phrases Contraction Onomatopoeic words		Imperative verbs Commands Questions Co-ordination and subordination Expanded nouns <i>Commas in a list.</i>	Alphabet, Alliteration, Noun phrase, expanded Noun phrase, Nouns, Adverbs, Singular Possessive apostrophe	Expanded Noun Phrases Complex sentences Adverbial phrases Use of apostrophe for possession	Adverbial starters Verbs in the past tense Questions Statements Exclamation	Contractions Conjunctions Prepositional phrases Questions Statements	Precise verb choices Past simple tense and present simple tense Expanded noun phrases Contraction Onomatopoeic words		Rhyme and rhythm Alliteration Similies Onomatopoeia Expanded noun phrases Adverbial phrases Suffixes: -ment -ness -less -full

Spelling	Jolly Grammar 1, leading to Jolly Grammar 2, leading to Spelling Shed	Handwriting	Nelson Handwriting Scheme
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Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell by:
 - 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, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Statutory requirements

- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- 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.

Statutory requirements

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)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - 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
- make simple additions, revisions and corrections to their own writing by:
 - 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]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - 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)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2: Detail of content to be introduced (statutory requirement)

<p>Word</p>	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
<p>Sentence</p>	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>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>

Year 2: Detail of content to be introduced (statutory requirement)

Text	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>]
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>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma