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| **Grammar- word** | * Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] * Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) * Use the suffixes –er, –est in adjectives and use –ly in * Standard English to turn adjectives into adverbs | | | | | |
| **Grammar- sentence** | * Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] * Use subordination (using when, if, that, because) and co-ordination (using or, and, but) * Write sentences with different forms: Statement, question, exclamation or command | | | | | |
| **Grammar -Punctuation** | • Use present and past tenses correctly and consistently   * 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] | | | | | |
| **Writing - Composition** | **Develop positive attitudes towards and stamina for writing:**   * Write narratives about personal experiences and those of others (real and fictional) * Write about real events * Write poetry * Write for different purposes * Plan or say out loud what is going to be written about * Write down ideas, key words, new vocabulary   **Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections:**   * Evaluate writing with the teacher and other pupils * Re-read to check sense * Proof-read to check for errors in spelling, grammar and punctuation * Read aloud with intonation | | | | | |
| **Fine Motor Skills** | • Effective tripod grip and wrist pivot enables unlaboured and accurate letter formation (see handwriting below). | | | | | |
| **Handwriting**  Requires frequent and discrete direct teaching. | * Start using some diagonal and horizontal strokes. * Understands which letters are ‘break letters’ and left unjoined (o,r,u,v,w,x) * Form 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 | | | | | |
| **Terminology children MUST know by the end of Year 2:**  Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.  **Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase** | | | | | | |
| Tier 2 vocabulary examples | astonished chaotic  coax  contribute  crouched devastated | Distress  dusk  endless  familiar  frantic  ghastly | heroic  irritate  mischievous  mysterious nuisance outrageous | possession precious  queasy  ruined  shivering  stern (ly)  stumble  submerge | scent  scramble shabby  valiant  venture  wailed | Weary  swerved tremendous  vague |

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| Autumn Term | | Spring Term | | Summer Term | |
| Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald  Fiction | The Owl Who Was Afraid of The Dark by Jill Tomlinson (picture book and chapter book)  Fiction | The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter Disasters by Josh Lacey  Fiction | Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton  Fiction | The Last Wolf by Mini Grey  Fiction | Grandad’s Secret Giant by David Litchfield  Fiction |
| **Additional Texts:**   * Trolls Go Home (Troll Trouble series) by Alan MacDonald | **Additional Texts:**  • The Owl who was Afraid of the Dark by Jill Tomlinson (chapter book) | **Additional Texts:**  • The Dragonsitter series by Josh Lacey | **Additional Texts:**  • Naughty Amelia Jane by Enid Blyton | **Additional Texts:**  • Fantastic Mr. Fox by Roald Dahl | **Additional Texts:**  •The BFG by Roald Dahl |
| **Outcome**  Fiction: write a story with focus on characters  **Greater Depth**  Story about two invented contrasting characters who swap places | **Outcome**  Non-chronological report: write a fact sheet about owls  **Greater Depth**  Alter the layout to include own subheadings and extra features | **Outcome**  Fiction: write an adventure story with change of character and machine  **Greater Depth**  Story written in first person | **Outcome**  Recount: write a diary entry of historical events from Major Glad’s point of view  **Greater Depth**  Diary entry to include the feelings of Major Dizzy | **Outcome**  Letter: write a letter in role as the character persuading to save the trees  **Greater Depth**  Real life letter to specific audience e.g. local MP | **Outcome**  Fiction: write a story with a moral focus  **Greater Depth**  Story from the point of view of the giant |
| **Prior Learning (Gateway Keys)** Combine words to make sentences Join words and clauses using and Sequence sentences to form short narratives Leave spaces between words | **Prior Learning (Gateway Keys)** Use subordination (because) and coordination (and) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Add suffixes to verbs where no change is needed to the root (Y1) | **Prior Learning (Gateway Keys)** Sequence sentences to form short narratives Join words and clauses using and Use subordination (because) Add suffixes to verbs where no change is needed to the root Write expanded noun phrases to describe and specify | **Prior Learning (Gateway Keys)** Use subordination (when, because) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Some accurate use of exclamation marks, question marks | **Prior Learning (Gateway Keys)** Use the progressive form of verbs in the present and past tense Some use of subordination (because, when) and coordination (and, but) Use punctuation correctly (as taught so far) Write sentences with different forms: statement, question, exclamation, command | **Prior Learning (Gateway Keys)** Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms |
| **Word**  Word Throughout each unit of Pathways to Write there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words. | | | | | |
| **Word** | **Word**  Add -ly to turn adjectives into adverb | **Word** |  | **Word**  Add -er and -est to adjectives | **Word**  Add suffixes to spell longer words e.g -ment,- ful |
| **Sentence**  Use subordination (because) and coordination (and) Use expanded noun phrases to describe and specify | **Sentence**  Use co-ordination (but, or) | **Sentence**  Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive) | **Sentence**  Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply because, when; introduce that) | **Sentence**  Use subordination (if, that)  Use homophones and near homophones | **Sentence**  Use present and past tenses consistently including the progressive form  Use subordination (when, if, that, or because) and co-ordination (or, and, or but)  Use expanded noun phrases to describe and specify |
| **Text**  Plan or say out loud what is going to be written about | **Text**  Write for different purposes | **Text**  Read aloud with intonation | **Text**  Write down ideas, key words, new vocabulary | **Text**  Write down ideas, key words, new vocabulary | **Text**  Make simple additions, revisions and corrections |
| **Punctuation**  Use punctuation correctly - full stops, capital letters | **Punctuation**  Use commas to separate items in a list | **Punctuation**  Use punctuation correctly - exclamation marks, question marks | **Punctuation**  Use punctuation correctly - apostrophes for the possessive (singular) | **Punctuation**  Use punctuation correctly – apostrophes for contracted forms | **Punctuation**  Proof-read to check for errors in spelling, grammar |
| **Vocabulary**: telescope fiery famous blasted astronaut life-forms meteor shower incredible trail atmosphere grumbles speechless binoculars orbit Earth space shuttle prepared defied gravity captured rare exotic mission flyers comet victory | **Vocabulary:** faded bleary peered enormous necessary return butting startled explore twinkle barn owl deckchair campfire wellington telescope planets supper moonlight rooftops | **Vocabulary**: overlook perch havoc troublesome advice consult tragic lumbered wreckage venture telephone tulips sank water lilies pond encyclopaedia machine undercarriage engine fields | **Vocabulary**: bulged dainty mislaid private fortunate manly ceased adventurous contraptions befall sampler servant floorboards needle empire invent horseless carriage tunnel pantaloons | **Vocabulary**: flung supplies lurk pounce wander endless grazing awash nowadays pickings popgun stalking bracken tree stump doorknob land lynx human miles earth | **Vocabulary**: pickle chap continue mumbled impossible scoff whine nervous humungous hoisted mural drainpipes storm shore oak bridge dawn afternoon ledg |
| **Feature Keys**  Use phrases from story language  Create and describe characters  Create and describe settings  Use past tense consistently and correctly Write in 3rd person  Sequence of events with beginning, middle and end | **Feature Keys**  Specific vocabulary linked to the topic  Clear and precise description  Present tense  Title  Sub-Headings  Introduction  Grouped  information  Facts from research | **Feature Keys**  Use phrases from story language  Create and describe characters  Create and describe settings  Use past tense consistently and correctly  Write in 3rd person  Sequence of events with beginning, middle and end | **Feature Keys**  Include detail and description to inform the reader  Write in 1st person  Use consistent past tense  Order events with adverbs of time  Include personal comments and own viewpoint  Set the scene with a clear opening and establish the context  Finish with a closing statement with personal comment or summary *e.g. What an amazing day we all had!* | **Feature Keys**  Include detail and description to inform the reader  Use a range of sentence forms to address the reader  Write in 1st person  Include personal comments and own viewpoint  Use openings and closings *e.g. dear, opening statement to state why we are writing, from* | **Feature Keys**  Use phrases from story language  Create and describe characters  Create and describe settings  Sequence of events  Section story into beginning, middle and end  Use 3rd person consistently  Use tenses appropriately |