

Year 2			
	Autumn (60)	Spring (44)	Summer (52)
Purpose and Genre	<p>To entertain - Traditional Tale with a twist Little Red Reading Hood (17)</p> <p>To entertain - Adventure Narrative The Building Boy (18)</p> <p>To instruct - Instructions How to make a bird feeder (17) To include making one.</p>	<p>To entertain - Overcoming difficulties story Milo Imagines The World (15)</p> <p>To entertain - Adventure Narrative A lion in Paris (15)</p> <p>To entertain - Free Verse Poetry If I were in charge (14)</p>	<p>To recount - Diary Diary of a London Rat (16)</p> <p>To entertain - Poetry Strange (14)</p> <p>To persuade - Letter The Day the Crayons Quit (17)</p>
PAG	<p><u>To entertain - Narratives</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Sentences organised chronologically indicated by time related words, e.g. finally. ★ Divisions in narrative may be marked by sections/paragraphs. ★ Connections between sentences make reference to characters, e.g. Peter and Jane/they. ★ Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Subject/verb sentences, e.g. He was... They were... It happened... ★ Simple connectives and, but, then, so, when link clauses. ★ Speech-like expressions in dialogue, e.g. Chill out! ★ Use simple adverbs, e.g. quickly, slowly. ★ Use simple noun phrases, e.g. massive field. <p>Punctuation</p> <ul style="list-style-type: none"> ★ Use spaces that reflect the size of the letters. ★ Use full stops, question marks, exclamation marks and capital letters correctly. ★ Apostrophes for contractions. ★ Possessive apostrophes for singular nouns. ★ Commas to separate items in lists. <p><u>To inform - Instructions</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ A goal is outlined - a statement about what is to be achieved. ★ Written in sequenced steps to achieve the goal. ★ Diagrams and illustrations are used to make the process clearer. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Imperative verbs are used to begin sentences. ★ Use simple adverbs, e.g. slowly, quickly. ★ Use simple noun phrases, e.g. long stick. <p>Punctuation</p> <ul style="list-style-type: none"> ★ Use spaces that reflect the size of the letters. ★ Use full stops, question marks, exclamation marks and capital letters correctly. ★ Apostrophes for contractions. 		

	<ul style="list-style-type: none"> ★ Possessive apostrophes for singular nouns. ★ Commas to separate items in lists. <p><u>To inform - Letter</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Brief introduction and conclusion. ★ Written in the past tense. ★ Main ideas organised in groups. ★ Using sequencing techniques - time related words. ★ Sender's address at the top right. ★ Use a greeting. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Subject/verb sentences, e.g. I think... We want... ★ Some modal verbs introduced, e.g. would, could, should. ★ Use simple adverbs, e.g. yesterday, today. ★ Use simple noun phrases, e.g. red shoes. <p>Punctuation</p> <ul style="list-style-type: none"> ★ Use spaces that reflect the size of the letters. ★ Use full stops, question marks, exclamation marks and capital letters correctly. ★ Apostrophes for contractions. ★ Possessive apostrophes for singular nouns. ★ Commas to separate items in lists. <p><u>To recount - Diary</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Written in the past tense, e.g. I went..., I saw... ★ Main ideas organised in groups. ★ Ideas organised in chronological order using connectives that signal time. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Subject/verb sentences, e.g. He was... They were... It happened... ★ Some modal verbs introduced, e.g. would, could, should. ★ Use simple adverbs for manner and time, e.g. quickly, slowly, later, yesterday etc. ★ Use simple noun phrases, e.g. large tiger. ★ Informal language/chatty style. ★ Some use of exclamation sentences e.g. What fun we had! <p>Punctuation</p> <ul style="list-style-type: none"> ★ Use spaces that reflect the size of the letters. ★ Use full stops, question marks, exclamation marks and capital letters correctly. ★ Apostrophes for contractions. ★ Possessive apostrophes for singular nouns. ★ Commas to separate items in lists. 		
Curriculum Links	Adventure Narrative - DT Instructions - DT Traditional Tale - Drama	Poetry - RSHE Overcoming difficulties story - RSHE Adventure Narrative - Geography/Science	Poetry - RSHE/Science Diary - History Letter - Drama
Spelling Coverage	Autumn 1 - No Spelling Tests Division of words into syllables Contractions	Spring 1 Common Exception Words The /j/ sound spelt as dge at the end	Summer 1 Common Exception Words Adding -ed, -ing, -er and -est to a

	<p>Compound Words</p> <p>Revisit adding -s and -es to words (plurals)</p> <p>Revisit adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Revisit adding -er and -est to adjectives where no change is needed to the root word</p> <p>Revision and application of $\frac{1}{2}$ term rules</p> <p>Autumn 2</p> <p>Common Exception Words</p> <p>The /i:/ spelt -ey</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /u/ sound spelt o</p> <p>The /ʒ/ sound spelt s</p> <p>The /s/ sound spelt c before e, i and y</p> <p>Revision and application of $\frac{1}{2}$ term rules</p>	<p>of words</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words.</p> <p>The /r/ sound spelt wr at the beginning of words.</p> <p>The /l/ sound spelt -le at the end of words</p> <p>Revision and application of $\frac{1}{2}$ term rules</p> <p>Spring 2</p> <p>Common Exception Words</p> <p>The /l/ sound spelt -el at the end of words.</p> <p>The /l/ sound spelt -al at the end of words.</p> <p>Words ending -il</p> <p>The /igh/ sound spelt -y at the end of words.</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Revision and application of $\frac{1}{2}$ term rules</p>	<p>root word ending in -y with a consonant before it</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /er/ sound spelt or after w</p> <p>Revision and application of $\frac{1}{2}$ term rules</p> <p>Summer 2</p> <p>Common Exception Words</p> <p>The /or/ sound spelt ar after w</p> <p>The suffixes -ment, -ness, -ful</p> <p>The suffixes -less and -ly</p> <p>Words ending in -tion</p> <p>Homophones & Near Homophones</p> <p>Revision and application of $\frac{1}{2}$ term rules</p>
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