

Year 2



Objectives taken from the National Curriculum 2014

Children should develop positive attitudes 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

Children should consider what they are going to write before beginning by

- planning or saying out loud what they are going to write about
- write down ideas and key words
- encapsulate what they want to say, sentence by sentence.

Children should make simple additions, revisions and corrections to their own writing by

- evaluating their writing with the teacher
- re-reading their writing to check it makes sense and that verbs to indicate time are used correctly and consistently

proof-reading to check for errors in spelling, grammar and punctuation.

Using co-ordinating conjunctions (and, but, or)	Learn how to use expanded noun phrases to describe and specify	apostrophes for singular possession	Use present and past tenses correctly and consistently	Use suffixes 'er' and 'est' in adjectives (comparative and superlative)
Subordinating conjunctions (because, when, if, while)	Use exclamations marks to demarcate sentences	Using questions marks to demarcate sentences	Use suffixes 'ful, 'less' and 'ness'	apostrophes for contraction
Use commas to separate items in a list	Using imperative verbs to create command sentences	Turn adjectives into adverbs using -ly suffix	Use present progressive verb forms	Use past progressive verbs forms

N = New Learning **R = Recall of prior learning** **T – New terminology** **S – Spellings (SR =spelling recall)** - not done yet as we don't have a spelling scheme

Autumn Time Gone By		Spring Castles		Summer Australian Adventure	
Teachers must teach the conventions of the genre alongside the GaPS skills.					
<p>Narrative – Story Descriptions (3 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun 'I' R – Understand how to combine words in an order to make a sentence. R – Sentences begin with a capital letter and end with a full stop. N – Using co-ordinating conjunctions (and) N – Learn how to use expanded noun phrases to describe and specify T – conjunction, noun, noun phrase, adjective, verb</p>	<p>Poetry – Bonfire Night, onomatopoeia & similes (1 week) R – Using expanded noun phrases to describe and specify R – Using commas to separate items in a list R – Capital letters for proper nouns i.e. people, places and days of the week etc. T – onomatopoeia, similes</p>	<p>Narrative – Traditional Tales (4 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun 'I' R – Using punctuation correctly (capital letters, full stops, exclamations marks, question marks, commas in a list) R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, or) R – Subordinating conjunctions (because, when, if, while) R – verb suffixes 'ed' tense and 'ly' N – apostrophes for singular possession N – apostrophes for contraction N – using suffixes 'er' and 'est' in adjectives (comparative and superlative) T – apostrophes</p>	<p>Recount (2 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun 'I' R – Using punctuation correctly (capital letters, full stops, exclamations marks, question marks, commas in a list) R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, or) R – Subordinating conjunctions (because, when, if, while) R – apostrophes for singular possession and contraction R – using suffixes 'ed', 'er', 'est', 'ful', 'less' and 'ness' N – using present and past tenses correctly and consistently, including the progressive forms</p>	<p>Recount – Captain James Cook (Biography) (2 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun 'I' R – Using punctuation correctly (capital letters, full stops, exclamations marks, question marks, commas in a list) R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, or) R – Subordinating conjunctions (because, when, if, while) R – apostrophes for singular possession and contraction R – using suffixes 'ed', 'er', 'est', 'ful', 'less' and 'ness' R – using present and past tenses correctly and consistently, including the progressive forms</p>	<p>George's Marvellous Medicine – descriptions, diary writing, instructions (3 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun 'I' R – Using punctuation correctly (capital letters, full stops, exclamations marks, question marks, commas in a list) R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, or) R – Subordinating conjunctions (because, when, if, while) R – apostrophes for singular possession and contraction R – using suffixes 'ed', 'er', 'est', 'ful', 'less' and 'ness' R – using present and past tenses correctly and consistently, including the progressive forms</p>
<p>Simple recount – trip (1 week) R – Use capital letter for pronoun 'I' R – Sentences begin with a capital letter and end with a full stop. R – verb suffixes 'ed' for simple past tense R – Using co-ordinating conjunctions (and)</p>	<p>Information texts (3 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. R – Sentences begin with a capital letter and end with a full stop. R – Co-ordinating conjunctions (and, but, or) R – expanded noun phrases to describe and specify</p>	<p>Animal poetry (2 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun 'I' R – Using punctuation correctly (capital letters, full stops, exclamations marks, question marks, commas in a list)</p>	<p>Information Text (3 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun 'I' R – Using punctuation correctly (capital letters, full stops, exclamations marks, question marks, commas in a list)</p>	<p>Narrative – Aboriginal dream stories (3 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun 'I' R – Using punctuation correctly (capital letters, full stops, exclamations marks, question marks, commas in a list)</p>	<p>Non-chronological reports (2 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun 'I' R – Using punctuation correctly (capital letters, full stops, exclamations marks, question marks, commas in a list)</p>

<p>N – Using co-ordinating conjunctions (but, or) T – tense, past, present, suffix</p>	<p>R – simple past tense using ‘ed’ suffix N – Subordinating conjunctions (because, when) N – Identifying sentences as questions N – Using questions marks to demarcate sentences T – question</p>	<p>R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, or) R – Subordinating conjunctions (because, when, if, while) R – apostrophes for singular possession and contraction R – using suffixes ‘ed’, ‘er’, ‘est’, N – using suffixes ‘ful’, ‘less’ and ‘ness’</p>	<p>R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, or) R – Subordinating conjunctions (because, when, if, while) R – apostrophes for singular possession and contraction R – using suffixes ‘ed’, ‘er’, ‘est’, ‘ful’, ‘less’ and ‘ness’ R – using present and past tenses correctly and consistently, including the progressive forms</p>	<p>R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, or) R – Subordinating conjunctions (because, when, if, while) R – apostrophes for singular possession and contraction R – using suffixes ‘ed’, ‘er’, ‘est’, ‘ful’, ‘less’ and ‘ness’ R – using present and past tenses correctly and consistently, including the progressive forms</p>	<p>R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, or) R – Subordinating conjunctions (because, when, if, while) R – apostrophes for singular possession and contraction R – using suffixes ‘ed’, ‘er’, ‘est’, ‘ful’, ‘less’ and ‘ness’ R – using present and past tenses correctly and consistently, including the progressive forms</p>
<p>Instructions – recipes (2 weeks) R – Sentences begin with a capital letter and end with a full stop. R – Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – Using co-ordinating conjunctions (and, but, or) N – Commas to separate items in a list N – Using imperative verbs to create command sentences N – Turn adjectives into adverbs using –ly suffix T – comma, adverb, command sentences, imperative verbs</p>	<p>Letters (2 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun ‘I’ R – Using punctuation correctly (capital letters, full stops, question marks, commas in a list) R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, so) R – Subordinating conjunctions (because, when) R – simple past tense using ‘ed’ suffix N – Identifying sentences as statements N – Identifying sentences as exclamations N – Using exclamations marks to demarcate sentences</p>				<p>Recount – personal recount of the school trip (2 weeks) R – Capital letters for proper nouns i.e. people, places and days of the week etc. and for pronoun ‘I’ R – Using punctuation correctly (capital letters, full stops, exclamations marks, question marks, commas in a list) R – Using expanded noun phrases to describe and specify R – Co-ordinating conjunctions (and, but, or) R – Subordinating conjunctions (because, when, if, while) R – apostrophes for singular possession and contraction R – using suffixes ‘ed’, ‘er’, ‘est’, ‘ful’, ‘less’ and ‘ness’ R – using present and past tenses correctly and consistently, including the progressive forms</p>

N – Subordinating conjunctions (if, while)
 T – statements, exclamation

Skills check –

Can children...?

This is the aim for the vast majority of the class to achieve this half term to ensure that they are ready to move on to the next piece of learning

<ul style="list-style-type: none"> • Consistently write sentences that begin with a capital letter and end with a full stop. • Use expanded noun phrases to add to descriptions. • Join sentences using some co-ordinating conjunctions. • Use commas to separate items in a list. • Recognise and write a command sentence. • Say out loud what they are going to write about. • Note down key words and ideas about what they are going to write about. • Evaluate their writing with the teacher. 	<ul style="list-style-type: none"> • Consistently write sentences that begin with a capital letter and end with a full stop. • Understand that different sentence types are used in different situations. • Correctly use full stop, question marks, exclamation mark and commas in a list. • Use expanded noun phrases to add to descriptions. • Use 'ed' as a suffix on verbs. • Join sentences using coordinating and subordinating conjunctions. • Say out loud what they are going to write about. • Note down key words and ideas about what they are going to write about. • Evaluate their writing with the teacher and other pupils. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Consistently write sentences that begin with a capital letter and end with a full stop. • Understand that different sentence types are used in different situations. • Correctly use full stop, question marks, exclamation mark and commas in a list. • Use expanded noun phrases to add to descriptions. • Use suffixes 'ed', 'er', 'est', 'ful', 'less' and 'ness'. • Join sentences using co-ordinating and subordinating conjunctions. • Say out loud what they are going to write about. • Note down key words and ideas about what they are going to write about. • Evaluate their writing with the teacher and other pupils. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Consistently write sentences that begin with a capital letter and end with a full stop. • Understand that different sentence types are used in different situations. • Correctly use full stop, question marks, exclamation mark and commas in a list. • Use expanded noun phrases to add to descriptions. • Use suffixes 'ed', 'er', 'est', 'ful', 'less' and 'ness'. • Join sentences using co-ordinating and subordinating conjunctions. • Write consistently in the same tense. • Say out loud what they are going to write about. • Note down key words and ideas about what they are going to write about. • Evaluate their writing with the teacher and other pupils. • Re-read what they have written to check that it makes sense. • Proof-read to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> • Consistently write sentences that begin with a capital letter and end with a full stop. • Understand that different sentence types are used in different situations. • Correctly use full stop, question marks, exclamation mark and commas in a list. • Use expanded noun phrases to add to descriptions. • Use suffixes 'ed', 'er', 'est', 'ful', 'less' and 'ness'. • Join sentences using co-ordinating and subordinating conjunctions. • Write consistently in the same tense. • Say out loud what they are going to write about. • Note down key words and ideas about what they are going to write about. • Evaluate their writing with the teacher and other pupils. • Re-read what they have written to check that it makes sense. • Proof-read to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> • Consistently write sentences that begin with a capital letter and end with a full stop. • Understand that different sentence types are used in different situations. • Correctly use full stop, question marks, exclamation mark and commas in a list. • Use expanded noun phrases to add to descriptions. • Use suffixes 'ed', 'er', 'est', 'ful', 'less' and 'ness'. • Join sentences using co-ordinating and subordinating conjunctions. • Write consistently in the same tense. • Say out loud what they are going to write about. • Note down key words and ideas about what they are going to write about. • Evaluate their writing with the teacher and other pupils. • Re-read what they have written to check that it makes sense. • Proof-read to check for errors in spelling, grammar and punctuation.
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Terminology check					
noun, noun phrase, adjective, verb, adverb, tense, past, present, suffix, comma, command	noun, noun phrase, adjective, verb, adverb, tense, past, present, suffix, comma, command, statement, question, exclamation	noun, noun phrase, adjective, verb, adverb, tense, past, present, suffix, comma, command, statement, question, exclamation, apostrophe	noun, noun phrase, adjective, verb, adverb, tense, past, present, suffix, comma, command, statement, question, exclamation, apostrophe	noun, noun phrase, adjective, verb, adverb, tense, past, present, suffix, comma, command, statement, question, exclamation, apostrophe	noun, noun phrase, adjective, verb, adverb, tense, past, present, suffix, comma, command, statement, question, exclamation, apostrophe
Spelling check:					
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.