

Year 2	Autumn Term 1 Marvellous Me	Autumn Term 2 Where the Wild Things are	Spring Term 1 Where the Wild Things are	Spring Term 2 Weird, Wacky and Wonderful	Summer Term 1 Home and Away	Summer Term 2
Genre, Punctuation & Grammar, Purpose & Audience Progression	<p><i>Handwriting will be taught explicitly for the first 2 weeks of this half term.</i></p> <hr/> <p>Basic Skills <i>This is me!</i></p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the full range of punctuation taught at key stage 1 mostly correctly (capital letters, full stops) I can form sentences with different forms: (statement) I know what a verb is</p> <hr/> <p>Instructions - making a pizza <i>Linked to A sweetcorn salad</i> (T4W structure p69)</p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: questions I can use full stops, capital letters and question marks. I can use verbs. <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences.</p> <hr/> <p>Story The Papaya that spoke</p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can use full stops, capital letters and question marks. I can form sentences with different forms: statement, question, exclamation, command. I can use verbs. <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences. I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>	<p>Poetry <i>The Wizards spell</i></p> <p><u>Vocabulary, grammar & Punctuation :</u> I can use apostrophes to mark singular possession. I can use commas to separate a list <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences.</p> <hr/> <p>Letter Writing <i>The day the crayons quit</i> (twinkl planning)</p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: statement, question, exclamation, command. I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks. <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <hr/> <p>Story Where the Wild Things are (Talk through stories/ Talk for write)</p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks. I can use co-ordination (or/and/but). I can use some subordination (when if/ that/because). I can use adverbs in my writing <u>Audience, purpose and structure</u></p>	<p>Character description <i>Where the Wild Things are</i></p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: statement, question, exclamation, command. I can use some features of written Standard English I can use co-ordination (or/and/but). I can use some subordination (when/if/ that/because). I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I can use commas to separate lists; I can use adverb, verbs and adjectives <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences.</p> <hr/> <p>Story <i>The Tin forest</i></p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: statement, question, exclamation, command. I can use some features of written Standard English I can use co-ordination (or/and/but). I can use some subordination (when/if/ that/because). I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I can use commas to separate lists; I can use adverb, verbs and adjectives <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences.</p>	<p>Recount (afternoon tea) <i>Alice in Wonderland</i></p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can use co-ordination (or/and/but). I can use some subordination (when/if/ that/because). I can use Adverb, verbs and adjectives I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences.</p> <hr/> <p>Poetry Tongue Twisters</p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists I can use co-ordination (or/and/but). I can use some subordination (when/if/ that/because). <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences. I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>	<p>Persuasive text - <i>Visit Haverigg Holiday leaflet</i> (T4W structure)</p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the full range of punctuation taught at key stage 1 mostly correctly (commas to separate a list) I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I know what an adjective is. <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <hr/> <p>Explanation <i>How seeds and bulbs grow into a plant</i></p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: statement, question, exclamation, command. I can use some features of written Standard English I can use co-ordination (or/and/but). I can use some subordination (when/if/ that/because). I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. I can use Adverb, verbs and adjectives <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences.</p> <hr/> <p>Story Alfie's star (Talk 4 write)</p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: statement, question, exclamation, command. I can use some features of written Standard English I can use co-ordination (or/and/but).</p>	<p>Non-chronological report <i>Life during the Victorian times</i></p> <p><u>Vocabulary, grammar & Punctuation:</u> I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: statement, question, exclamation, command. I can use some features of written Standard English I can use co-ordination (or/and/but). I can use some subordination (when/if/ that/because). I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. I can use Adverb, verbs and adjectives <u>Audience, purpose and structure</u> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences.</p>

		<p>I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p> <p>http://www.robcarpenter.org.uk/44/climbing-the-hill/post/15/where-the-wild-things-are-the-impact-of-pie-corbetts-approach-to-teaching-writing?fbclid=IwAR2CIRmpXcLQ-kpGnlh-xxW59Qpx gcU6PbyV-4tScivyLkOc4E4n6KI 9 Talk For write</p>				<p>I can use some subordination (when/if/ that/because).</p> <p>I can use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>I can use Adverb, verbs and adjectives</p> <p><u>Audience, purpose and structure</u></p> <p>I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>
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Planning, Writing and Editing	<ul style="list-style-type: none"> • I can write narratives about personal experiences and those of others (real and fictional). • I can write about real events. To write simple poetry. • I can plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • I can encapsulate what they want to say, sentence by sentence. • I can make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • I can reread to check that their writing makes sense and that the correct tense is used throughout. • proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
Handwriting	<p>Hand writing will be taught explicitly in the first 2 weeks of the Autumn term and then on a weekly basis throughout the year .</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can form lower case letters of the correct size, relative to one another.</p> <p>I can use spacing between words that reflects the size of the letters.</p>