

Year Two

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Handwriting	Use some of diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size/ orientation to one another.		Use spacing between words that reflects the size of the letters.		Form lower-case letters of the correct size relative to one another.	
Phonics and Spelling	Segment spoken words into phonemes and represent these as graphemes, spelling many correctly.	Spell longer words using suffixes such as -ment, -ness, -ful, -less and -ly.	Change root words ending in the consonant y to an i when adding suffixes (e.g. merry to merriment, happy to happily/happiness, and penny to penniless)	Spell common exception words from the Year Two spelling list.	Use apostrophes for the most common contracted words (e.g. don't, won't, I'll, I'm, can't). Distinguish between homophones and near homophones (e.g. their/ there/ they're; here/hear; quite/ quiet; bear/ bare; some/ sum; blue,/blew, night and knight).	Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling.
Punctuation	Use capital letters for most proper nouns and for the	Use full stops and capital letters- most are correct.	Mostly use exclamation and question marks	Begin to use commas to separate items in a	Sometimes use apostrophes for singular	Use both familiar and new punctuation

	personal pronoun 'I'.	(This will be consistent across a range of dictated and independent writing).	accurately to demarcate sentences.	list. Begin to use apostrophes for contracted form.	possession.	correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the singular possessive.
Grammar	Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary, used in non-narrative writing.	Know how the grammatical patterns in a sentence indicate its functions as a statement, question, exclamation and command.	Understand how to use expanded noun phrases to describe, expand and specify (e.g. The delicate blue butterfly flew off into the humid summer sky.) Use subordination (when, if, that or because).	Use coordination (or, and, but). Use present and past tenses correctly and consistently including the progressive form (consistently makes the correct choice e.g. she is drumming; she drummed; she was drumming).	Use sentence with different forms: statements, questions, exclamations and commands. Use adjectives, adverbs and expanded noun phrases to add detail and specifics.	Know and use the terminology: noun, noun phrase, statement, exclamation, question, command, compound, suffix, adjective, adverb, verb tense (past, present) and apostrophe.
Composition	Develop stamina for writing by writing for different purposes, to include narratives about real and fictional experiences, simple narratives, poems and recounts.		Plan and discuss the content of writing (jotting down ideas, planning the structure, oral rehearsal of what they want to say sentence by sentence). Evaluate writing independently, with peers and with the teacher, making simple additions and corrections.		Proof read to check for errors in spelling, grammar and punctuation. Make changes, sometimes independently and sometimes with discussion with an adult to improve the effect and impact of writing.	

		Write from memory simple dictated sentences.	
Genre	<ul style="list-style-type: none"> • Biographies • Newspaper reports • Posters • Speeches 	<ul style="list-style-type: none"> • Descriptions • Adventure Narratives • Non-chronological reports • Persuasive writing 	<ul style="list-style-type: none"> • Information leaflets • Kenning's Poems • Comic strips
Whole Text Structure	<ul style="list-style-type: none"> • Sequence sentences and ideas to form a simple, coherent narrative* (oral and written). • In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale. • Sequence ideas correctly to record a real experience or event. • Sequence instructions in the right order, using some conjunctions for clarity. • Write to the purpose of the task, choosing content appropriately. • With guidance, write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections. • Use a scaffold to write poems in different ways, using other poems as models. 		
Authorial Effect	<p>A Year Two writer will communicate coherently with the reader by:</p> <ul style="list-style-type: none"> • writing for different purposes e.g. real events, personal experiences, stories, poems; • talking about who the audience will be; • planning out loud what they are going to write about; • writing an account of connected events, real or imagined; • choosing vocabulary appropriate to the purpose of the task; • using some vocabulary to enhance their writing for the reader, including in non-rhyming poems; • using expanded noun phrases to add details for the reader; • using punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks; • sometimes using subheadings to organise information. 		
Stimuli	<u>Movers and Shakers (History)</u>	<u>Coastline (Geography)</u>	<u>Magnificent Monarchs (History)</u>
	<u>Linked Text:</u> Rosa Parks- Little People Big Dreams Series	<u>Linked Text:</u> Katie Morag And The New Pier	<u>Linked Text:</u> Queen Vitoria's Bathing Machine
Vocabulary	<ul style="list-style-type: none"> • noun • noun phrase 		

- *adjective*
- *verb*
- *adverb*
- *suffix*
- *past tense*
- *present tense*
- *progressive form*
- *subordination*
- *co-ordination*
- *apostrophe*
- *contraction*
- *comma*
- *statement*
- *question*
- *exclamation*
- *command*
- *similes*