

Curriculum Coverage – Year 2

SPAG	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
<p>Year 2: Detail of content to be introduced (statutory requirement)</p> <table border="1"> <tr> <td data-bbox="114 288 197 320">Word</td> <td data-bbox="197 288 600 480"> Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs </td> </tr> <tr> <td data-bbox="114 488 197 520">Sentence</td> <td data-bbox="197 488 600 647"> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command </td> </tr> </table>	Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	<p>The Building Boy – Ros Montgomery and David Litchfield</p> <p>Narrative 1 Retell a 3-part story that has a key central character.</p> <p>Transform for GDS Change character to opposite of first draft with a focus on opposite, comparative and superlative adjective</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start Full Stops Revisit Y1 - separating words with spaces <p>Grammar:</p> <ul style="list-style-type: none"> Co-ordinating sentences using, and or but Past tense (progressive form of verbs) 	<p>The Journey Home – Frann Preston-Gannon</p> <p>Narrative 2 Retell a well-known story.</p> <p>Transform for GDS Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start Revisit Y1 - separating words with spaces Exclamation <p>Grammar:</p> <ul style="list-style-type: none"> Subordinating conjunctions 	<p>The giant jam sandwich – John Vernon Lord</p> <p>Narrative 3 Plan and tell a 3-part story based on own experience of an ordinary school day with a focus on expanded noun phrases to provide detail and specification.</p> <p>Transform for GDS Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start <p>Grammar:</p> <ul style="list-style-type: none"> Coordinating conjunctions Expanded noun phrases 	<p>George and the Dragon – Christopher Wormell</p> <p>Narrative 4 Plan and tell a story in four parts with clear use of subordination and co-ordination.</p> <p>Transform for GDS Expand on the main event with a focus on use of verbs and adverb</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start, question marks <p>Grammar:</p> <ul style="list-style-type: none"> Past tense-correct choice and consistent use Expanded noun phrases 	<p>The Day The Ocean Went Away – Sam Haynes</p> <p>Narrative 5 To plan and write your own four-part story showing the use of a range of sentence types and language to add detail – about the environment.</p> <p>Transform for GDS Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start Exclamation marks <p>Grammar:</p> <ul style="list-style-type: none"> Past tense-correct choice and consistent use past and present progressive forms <p>Transform for GDS Expand on the language by introducing simple figurative</p>	<p>The Tear Thief – Carol Ann Duffy</p> <p>Narrative 6 To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</p> <p>Transform for GDS Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start <p>Grammar:</p> <ul style="list-style-type: none"> Past/present tense-correct choice and consistent use Expanded noun phrases
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	<p>Recount 1 Write a simple first-person recount linked to topic or personal experience maintaining past tense and consistent use of first person. E.g. Recount of what the boy did in Building Boy</p> <p>Transform for GDS Write same recount as a third person recount.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> Revisit Y1 using capital letter for the first person 'I' Capital letters and full stops Exclamation 	<p>Non-chronological report 1 Use information from research to group and assemble information into a short nonchronological report.</p> <p>Transform for GDS Expand on the information using subordination, coordination, expanded noun phrases to describe and specify</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start Revisit Y1 - separating words with spaces 	<p>Instructions 1 Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p>Transform for GDS Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start, question marks 	<p>Non-chronological report 2 Write a non-chronological report and use the language and structural features in a specific form.</p> <p>Transform for GDS Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start 	<p>Persuasive Letter writing 1 Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p>Transform GDS Extend and clarify the apology using expanded nouns, subordination and co-ordination to specify and add detail.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start, question marks 	<p>Recount 2 Recount of from a central character's point of view.</p> <p>Transform for GDS Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change</p> <p>Punctuation:</p> <ul style="list-style-type: none"> capital letters (proper nouns and sentence start Revisit Y1 - separating words with spaces <p>Grammar:</p>								

	<p>n marks top demarcate sentences</p> <ul style="list-style-type: none"> • Possessive apostrophe <p>Grammar:</p> <ul style="list-style-type: none"> • Past tense-correct choice and consistent use 	<ul style="list-style-type: none"> • Question marks • Commas in a list <p>Grammar:</p> <ul style="list-style-type: none"> • Correct choice and consistent use of the present tense (Science link to Materials) • Use of the progressive form of verbs (linked to present tense) 	<p>Grammar:</p> <ul style="list-style-type: none"> • Past tense-correct choice and consistent use • Grammatical structure of a sentence: statement, question, explanation or command • Subordination (when, if, that, because) 	<ul style="list-style-type: none"> • Revisit Y1 -separating words with spaces <p>Grammar:</p> <ul style="list-style-type: none"> • Co-ordinating conjunctions 	<p>Grammar</p> <ul style="list-style-type: none"> • Co-ordinating conjunctions 	<ul style="list-style-type: none"> • Subordinating conjunctions • Past tense-correct choice and consistent use
<p>Teacher assessment support against termly milestones</p>	<p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)</p> <ul style="list-style-type: none"> • Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language • Use information from research to group and assemble information into a short non-chronological report. • Write about a real event, recording it simply and clearly • Demarcate sentences with capital letters and full stops. • Understand how to write in the past tense • Write in the first and third person • Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another in some of their writing • Use their set 1, 2 and 3 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken 	<p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +</p> <ul style="list-style-type: none"> • Write simple, coherent narratives in four parts • Write about a real experience structured appropriately • Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands • Expand noun phrases to describe and specify • Demarcate many sentences with capital letters and full stops, and use question marks correctly when required • Use capital "I" for personal pronouns • Use a wider range of subordination (e.g. when/if/that/because) to join clauses • Form lower-case letters of the correct size relative to one another in most of their writing • Use spacing between words that reflects the sizes of the letters • Spell common exception words covered so far 	<p>If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS</p> <ul style="list-style-type: none"> • Write simple, coherent narratives in four parts • Write about real events, recording these simply and clearly • Write a simple persuasive piece • Demarcate most sentences with capital letters and full stops, and use question marks correctly when required • Use past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters • Spell many common exception words • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others 			

	<p>sounds, spelling most words correctly</p> <ul style="list-style-type: none"> • Spell most common exception words taught so far <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+</p> <ul style="list-style-type: none"> • Expand information using some subordination AND co-ordination • Use some expanded noun phrases to describe and specify • Use a wider range of adjectives e.g. superlative and comparative adjectives • Structure own writing deciding on what goes in each part 	<p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS</p> <ul style="list-style-type: none"> • Write effectively and coherently to recount, instruct and entertain • Decide on the structure of writing based on its form. • Know what features to change when changing the form of writing. • Identify where words are spelt incorrectly • Edit own writing with simple corrections • Add suffixes to spell some words correctly • Experiment with cursive writing • Understand 1st person and 3rd person writing • Experiment with a range of ways of expanding nouns • Experiment with adverbs 	<p>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Experiment with simple figurative language • Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* • Use the diagonal and horizontal strokes needed to join some letters Independently choose to use features of different forms of writing showing awareness of audience and form.
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