

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="114 288 199 320"><b>Word</b></td> <td data-bbox="203 288 600 480">Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></td> </tr> <tr> <td data-bbox="114 488 199 520"><b>Sentence</b></td> <td data-bbox="203 488 600 647"><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] <b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command</td> </tr> </table>	<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>	<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command	<p><b>The Building Boy – Ros Montgomery and David Litchfield</b></p> <p><b>Narrative 1</b> Retell a 3-part story that has a key central character.</p> <p><b>Transform for GDS</b> 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"> <li>capital letters (proper nouns and sentence start</li> <li>Full Stops</li> <li>Revisit Y1 - separating words with spaces</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Co-ordinating sentences using, and or but</li> <li>Past tense (progressive form of verbs)</li> </ul>	<p><b>The Journey Home – Frann Preston-Gannon</b></p> <p><b>Narrative 2</b> Retell a well-known story.</p> <p><b>Transform for GDS</b> 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"> <li>capital letters (proper nouns and sentence start</li> <li>Revisit Y1 - separating words with spaces</li> <li>Exclamation</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Subordinating conjunctions</li> </ul>	<p><b>The giant jam sandwich – John Vernon Lord</b></p> <p><b>Narrative 3</b> 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><b>Transform for GDS</b> 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"> <li>capital letters (proper nouns and sentence start</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Coordinating conjunctions</li> <li>Expanded noun phrases</li> </ul>	<p><b>George and the Dragon – Christopher Wormell</b></p> <p><b>Narrative 4</b> Plan and tell a story in four parts with clear use of subordination and co-ordination.</p> <p><b>Transform for GDS</b> Expand on the main event with a focus on use of verbs and adverb</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>capital letters (proper nouns and sentence start, question marks</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Past tense-correct choice and consistent use</li> <li>Expanded noun phrases</li> </ul>	<p><b>The Day The Ocean Went Away – Sam Haynes</b></p> <p><b>Narrative 5</b> 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><b>Transform for GDS</b> Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>capital letters (proper nouns and sentence start</li> <li>Exclamation marks</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Past tense-correct choice and consistent use past and present progressive forms</li> </ul> <p><b>Transform for GDS</b> Expand on the language by introducing simple figurative</p>	<p><b>The Tear Thief – Carol Ann Duffy</b></p> <p><b>Narrative 6</b> To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</p> <p><b>Transform for GDS</b> Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>capital letters (proper nouns and sentence start</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Past/present tense-correct choice and consistent use</li> <li>Expanded noun phrases</li> </ul>
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	<p><b>Recount 1</b> 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><b>Transform for GDS</b> Write same recount as a third person recount.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>Revisit Y1 using capital letter for the first person 'I'</li> <li>Capital letters and full stops</li> <li>Exclamation</li> </ul>	<p><b>Non-chronological report 1</b> Use information from research to group and assemble information into a short nonchronological report.</p> <p><b>Transform for GDS</b> Expand on the information using subordination, coordination, expanded noun phrases to describe and specify</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>capital letters (proper nouns and sentence start</li> <li>Revisit Y1 - separating words with spaces</li> </ul>	<p><b>Instructions 1</b> Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p><b>Transform for GDS</b> 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"> <li>capital letters (proper nouns and sentence start, question marks</li> </ul>	<p><b>Non-chronological report 2</b> Write a non-chronological report and use the language and structural features in a specific form.</p> <p><b>Transform for GDS</b> 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"> <li>capital letters (proper nouns and sentence start</li> </ul>	<p><b>Persuasive Letter writing 1</b> Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p><b>Transform GDS</b> 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"> <li>capital letters (proper nouns and sentence start, question marks</li> </ul>	<p><b>Recount 2</b> Recount of from a central character's point of view.</p> <p><b>Transform for GDS</b> Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change</p> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>capital letters (proper nouns and sentence start</li> <li>Revisit Y1 - separating words with spaces</li> </ul> <p>Grammar:</p>								

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

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