

Year 2 Autumn													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
													
Grammar and Punctuation	<p>Formation of adjectives using suffixes such as -ful, -less</p> <ul style="list-style-type: none">• Subordination (using when, if, that, because) and co-ordination (using or, and, but)• Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon],• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command• Correct choice and consistent use of present tense and past tense throughout writing• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Commas to separate items in a list• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2)• Introduction to paragraphs to group related material (LKS2)• Headings and sub-headings to aid presentation (LKS2). <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes• Organising paragraphs around a theme (LKS2) <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or saying out loud what they are going to write about			<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command.</p> <p>Expanded noun phrases to describe and specify, e.g., the blue butterfly.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Commas to separate items in a list.</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing for different purposes.</p> <p>Consider what they are going to write before beginning by:</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions, and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar, and punctuation [for example, ends of sentences punctuated correctly]</p>			<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing for different purposes.</p> <p>Writing about real events.</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, 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style="list-style-type: none">•Writing for different purposes. <p>Consider what they are going to write before beginning by:</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions, and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar, and punctuation [for example, ends of sentences punctuated correctly]</p>			

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Handwriting	Letter Formation- <ul style="list-style-type: none">•sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place.• form capital letters• form digits 0-9• understand which letters belong to which handwriting families and practice these.						Capital Straight Lines Family (L, T, I, F, E,H) Capital Straight and slant lines family. (V, X, W, Y) (A, N, M, K, Z) Mixed Lower-Case Letters and Mixed Letter joins.			Capital Straight and Curly Lines Family (D, P, B, R J, G, Q, U) Capital Curly Lines Family (C, O, S) Mixed Lower-Case Letters and Mixed Letter joins.			
Read, Write Inc	Read Write Inc. for all pupils 9am-10am												
Class reading books	Reading for Pleasure												
Writing outcomes	Outcomes: Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry Main outcome: 'A Walk in...' guidebook.			Outcomes: Posters, lists, postcards, wanted posters, information report, short stories. Main outcome: Persuasive letter.			Outcomes: Persuasive poster, waning posters (instructional writing), speech bubbles, letter of advice, certificates Main outcome: Information booklet.			Character description , Haiku poem Writing a recount. Main outcome: Create an information text.			
Writing Sequence	Lesson 1. To ask a range of questions. Lesson 2. To use command sentences to give advice. Lesson 3. To use a range of sentence types to create a poster.	Lesson 1. To recognise past and present tense. Lesson 2. To use past tense to write a postcard or letter. Lesson 3. To record a range of questions.	Lesson 1. To plan a local walking guide. Lesson 2. To use a range of different sentence types to write an introduction. Lesson 3. To use the present tense to continue	Lesson 1. To create noun phrases. Lesson 2. To begin to use the four grammatical forms of sentence. Lesson 3. To identify the difference between questions, statements,	Lesson 1. To convert verbs from simple present to simple past. Lesson 2. To know when to use -s or -es on the end of animals names.	Lesson 1. To create a narrative based on a known story. Lesson 2. To edit and improve to ensure vocabulary is descriptive. Lesson 3. To write a persuasive piece for a campaign.	Lesson 1. To research information about London landmarks. Lesson 2. To write in present tense to create a poster. Lesson 3. To use past tense to	Lesson 1. To use simple past tense to write a diary entry. Lesson 2. To use present progressive tense in a speech. Lesson 3. To continue my speech	Lesson 1. To plan a fact file. Lesson 2. To write a fact file in present tense. Lesson 3. To plan my own fact file. Lesson 4. To edit my fact file.	Lesson 1 (consolidate 1&2 on the plan) I am learning to use picture clues and predict what the story is about. Lesson 2 I am learning to use my senses to gather ideas for writing.	Lesson 1. I am learning to plan and gather ideas for an information text. Lesson 2. I am learning to write an information text. Lesson 3. I am learning to write an	Lesson 1. I can plan my own information text. Lesson 2. I can write my own information text. Lesson 3. I can edit and improve my own	

	<p>Lesson 4. To write a setting description.</p> <p>Lesson 5. To sequence and caption events in past tense.</p>	<p>Lesson 4. To write about real events in a diary entry.</p> <p>Lesson 5. To record factual statements.</p>	<p>writing a walking tour guide.</p> <p>Lesson 4. To use thoughtful adjectives to continue writing a walking tour guide.</p> <p>Lesson 5. To use a range of different sentence types to write a conclusion.</p>	<p>commands, and exclamations</p> <p>Lesson 4. To use statements for facts and exclamations for opinions.</p> <p>Lesson 5. To use command sentences to give advice.</p>	<p>Lesson 3. To begin to infer and write in role.</p> <p>Lesson 4. To use a variety of different sentence types to create a poster.</p> <p>Lesson 5. To use adjectives to create noun phrases about a setting.</p>	<p>Lesson 4. To write consistently in present tense.</p> <p>Lesson 5. To present their campaigns on endangered animals to an audience.</p>	<p>write about old London.</p> <p>Lesson 4. To use command sentences in a warning poster.</p> <p>Lesson 5. To use different sentence types to create speech bubbles.</p>	<p>and give advice.</p> <p>Lesson 4. To use conjunctions to give reasons.</p> <p>Lesson 5. To use adverbials to express time.</p>	<p>Lesson 5. To assess and evaluate my writing.</p> <p>Lesson 6 as above.</p>	<p>Lesson 3. I am learning to write a Haiku poem.</p> <p>Lesson 4. I am learning to write a recount.</p> <p>Lesson 5. I am learning to write a recount.</p>	<p>information text.</p> <p>Lesson 4. I am learning to write an information text.</p> <p>Lesson 5. I am learning to use a previous draft to extend, edit and improve my writing.</p>	<p>information text.</p> <p>Lesson 4. Extra sessions if needed.</p> <p>Lesson 5. Extra session if needed.</p>	
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