			Year 2 Autu							
PRIMARY TO BE	Week 1 Week 2 Week 3 WALK ATAMDON WALK ATAMDON	Week 4 Week The Journey home Journey Journey	home Journs home	Week 7	Week 8	Week 9	Week 10 Orest Fire of London	Week 11 Oreat Fire of London	<u>Week 12</u>	<u>Week 13</u>
Grammar and Punctuation	Formation of adjectives using suffixes such as -ful, -less • 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). Develop positive attitudes towards and stamina for writing by: • Writing for different purposes	Use of capital letters, full marks and exclamation sentences. How the grammatical paindicate its function as a question, exclamation, of Expanded noun phrases specify, e.g., the blue but Subordination (using whose because) and co-ordination or but). Correct choice and conspresent tense and past it writing. Commas to separate ite. Develop positive attitus stamina for writing by: Writing narratives about experiences and those of fictional). Writing for different purporticity. Consider what they are before beginning by: Writing down ideas and including new vocabular Encapsulating what they sentence by sentence. Make simple additions corrections to their ow Evaluating their writing to ther pupils. Re-reading to check that sense and that verbs to used correctly and consverbs in the continuous Proof-reading to check for the sense and that verbs to used correctly and consverbs in the continuous Proof-reading to check for the sense and that verbs to used correctly and consverbs in the continuous Proof-reading to check for the sense and that verbs to used correctly and consverbs in the continuous Proof-reading to check for the sense and that verbs to used correctly and consverbs in the continuous Proof-reading to check for the sense and that verbs to used correctly and consverbs in the continuous Proof-reading to check for the sense and that verbs to used correctly and consverbs in the continuous Proof-reading to check for the sense and that verbs to used correctly and consverbs in the continuous Proof-reading to check for the sense and that verbs to used correctly and consverbs in the continuous Proof-reading to check for the sense and the	atterns in a sentence a statement, or command. Is to describe and atterfly. In the interpretation (using or, and, asistent use of tense throughout tense throughout tense in a list. Indes towards and is a personal of others (real and tooses. It personal of others (real and tooses.) It personal of others (real and tooses.)	present tense writing. Subordination because) and and, but). Expanded not and specificate butterfly, plain moon]. How the grant sentence individed in the sentence	itive attitudes for writing by ives about per and those of ot ferent purpose real events. at they are go ning by: Plan id what they ar ideas and/or k vocabulary. g what they was sentence. additions, re to their own we eir writing with	te throughout if, that, (using or, description ole, the blue in in the an as a nation or ops, question ks to towards sonal hers (real hers (real)	marks and excesentences. How the gram indicate its fundered indica	ferent purposes at they are goir ning by: deas and/or key vocabulary. what they want	in a sentence ment, mand. escribe and that, or use of throughout a list. bwards and throughout a list. by words, to say, sions, and ting by: e teacher and writing makes te time are y, including brs in spelling, rexample,	

Re-reading to check that their writing

Proof-reading to check for errors in

spelling, grammar and punctuation.

makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

grammar, and punctuation [for example,

ends of sentences punctuated correctly]

• Organising paragraphs around a theme

Consider what they are going to write

Planning or saying out loud what they are

(LKS2)

before beginning by:

going to write about

	• Writing down		ey words,										
	including new vocabularyEncapsulating what they want to say,												
		•	nt to say,										
	sentence by se	ntence											
	Make simple a	dditions. revis	sions. and										
	corrections to			1									
	Evaluating the												
	other pupils												
	• Re-reading to	check that thei	ir writina										
	makes sense a												
	are used												
	correctly and co	onsistently, incl	uding verbs in										
	the continuous	form											
	 Proof-reading 												
	spelling, gramm	nar, and punctu	ation [for										
	example, ends												
	of sentences punctuated correctly]												
	Read aloud what they have written with												
	appropriate intonation to make the meaning clear.												
Handwriting	Letter Formatio	n-					Capital Straight Lines Family			Capital Straight and Curly Lines Family			
Tianawiting	•sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case						(L, T, I, F, E,		у	(D, P, B, R J, G, Q, U)			
	letters in the correct direction,						Capital Straight and slant lines family.			Capital Curly Lines Family			
	starting and finishing in the right place.						(V, X, W, Y) (A, N, M, K, Z)			(C, O, S)			
	• form capital letters						Mixed Lower-Case Letters and Mixed			Mixed Lower-Case Letters and Mixed Letter			
	• form digits 0-9						Letter joins.			joins.			
			ong to which har	ndwriting families	s and practice	these.	,			,			
Read, Write Inc	Read Write Inc.	for all pupils 9	am-10am										
Class reading						Reading	n for Ple	asure					
books				D ()							1.0		
Writing	Outcomes: Inst					tcards, wanted		ersuasive post			cription , Haiku p	ooem	
outcomes	setting descript diary entry	ions, captions,	posicarus,	posters, information report, short stories. Main outcome: Persuasive letter.			posters (instructional writing), speech bubbles, letter of advice, certificates Main outcome: Information booklet.			Writing a recount. Main outcome: Create an information text.			
	Main outcome	· 'Δ \/\/alk in '	auidehook										
	Main outcome	A Walk III	guidebook.										
Writing	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1	Lesson 1.	Lesson 1.	
Sequence	To ask a	То	To plan a	To create	To convert	To create	To research	To use	To plan a	(consolidate	I am learning	I can plan	
	range of	recognise	local walking	noun	verbs from	a narrative	information	simple past	fact file.	1&2 on the	to plan and	my own	
	questions.	past and	guide.	phrases.	simple	based on a	about	tense to	_	plan)	gather ideas	information	
		present			present	known story.	London	write a diary	Lesson 2.	I am learning	for an	text.	
	Lesson 2.	tense.	Lesson 2.	Lesson 2.	to simple	Lancara	landmarks.	entry.	To write a	to use picture	information	1.000000	
	To use	Losson 2	To use	To begin to use the four	past.	Lesson 2. To edit	Losson 2	Losson 2	fact file in	clues and	text.	Lesson 2.	
	command sentences to	Lesson 2. To use past	a range of different	grammatical	Lesson 2.	and improve	Lesson 2. To write in	Lesson 2. To use	present tense.	predict what the story is	Lesson 2.	I can write my own	
	give advice.	tense to	sentence	forms of	To know	to ensure	present	present	CHOC.	about.	I am learning	information	
	give advice.	write a	types	sentence.	when to use	vocabulary is	tense	progressive	Lesson 3.	about.	to write an	text.	
	Lesson 3.	postcard or	to write an		-S	descriptive.	to create a	tense in a	To plan my	Lesson 2	information		
	To use	letter.	introduction.	Lesson 3.	or -es on		poster.	speech.	own fact	I am learning	text.	Lesson 3.	
	a range of			To identify	the	Lesson 3.	Ι΄	'	file.	to use my		I can edit	
	sentence	Lesson 3.	Lesson 3.	the difference	end of	To write	Lesson 3.	Lesson 3.		senses to	Lesson 3.	and	
	types	To record	To use the	between	animals	a persuasive	To use past	To continue	Lesson 4.	gather ideas	I am learning	improve my	
1	1,700							1		0			
	to create a	a range of	present tense	questions,	names.	piece for a	tense to	my speech	To edit my fact file.	for writing.	to write an	own	

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