

Year 2 Autumn

	<p align="center"><u>Week 1</u></p> 	<p align="center"><u>Week 2</u></p> 	<p align="center"><u>Week 3</u></p> 	<p align="center"><u>Week 4</u></p> 	<p align="center"><u>Week 5</u></p> 	<p align="center"><u>Week 6</u></p> 	<p align="center"><u>Week 7</u></p> 	<p align="center"><u>Week 8</u></p> 	<p align="center"><u>Week 9</u></p> 	<p align="center"><u>Week 10</u></p> 	<p align="center"><u>Week 11</u></p> 	<p align="center"><u>Week 12</u></p>	<p align="center"><u>Week 13</u></p>
<p>Grammar and Punctuation</p>	<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, 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.</p>	<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> <ul 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>									

	<ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions, and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • 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 • Proof-reading to check for errors in spelling, grammar, and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. 												
Handwriting	<p>Letter Formation-</p> <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. 			<p>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.</p>			<p>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.</p>						
Read, Write Inc	Read Write Inc. for all pupils 9am-10am												
Class reading books	Reading for Pleasure												
Writing outcomes	<p>Outcomes: Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry Main outcome: 'A Walk in...' guidebook.</p>			<p>Outcomes: Posters, lists, postcards, wanted posters, information report, short stories. Main outcome: Persuasive letter.</p>			<p>Outcomes: Persuasive poster, waning posters (instructional writing), speech bubbles, letter of advice, certificates Main outcome: Information booklet.</p>			<p>Character description , Haiku poem Writing a recount. Main outcome: Create an information text.</p>			
Writing Sequence	<p>Lesson 1. To ask a range of questions.</p> <p>Lesson 2. To use command sentences to give advice.</p> <p>Lesson 3. To use a range of sentence types to create a poster.</p>	<p>Lesson 1. To recognise past and present tense.</p> <p>Lesson 2. To use past tense to write a postcard or letter.</p> <p>Lesson 3. To record a range of questions.</p>	<p>Lesson 1. To plan a local walking guide.</p> <p>Lesson 2. To use a range of different sentence types to write an introduction.</p> <p>Lesson 3. To use the present tense to continue</p>	<p>Lesson 1. To create noun phrases.</p> <p>Lesson 2. To begin to use the four grammatical forms of sentence.</p> <p>Lesson 3. To identify the difference between questions, statements,</p>	<p>Lesson 1. To convert verbs from simple present to simple past.</p> <p>Lesson 2. To know when to use -s or -es on the end of animals names.</p> <p>Lesson 3.</p>	<p>Lesson 1. To create a narrative based on a known story.</p> <p>Lesson 2. To edit and improve to ensure vocabulary is descriptive.</p> <p>Lesson 3. To write a persuasive piece for a campaign.</p>	<p>Lesson 1. To research information about London landmarks.</p> <p>Lesson 2. To write in present tense to create a poster.</p> <p>Lesson 3. To use past tense to</p>	<p>Lesson 1. To use simple past tense to write a diary entry.</p> <p>Lesson 2. To use present progressive tense in a speech.</p> <p>Lesson 3. To continue my speech</p>	<p>Lesson 1. To plan a fact file.</p> <p>Lesson 2. To write a fact file in present tense.</p> <p>Lesson 3. To plan my own fact file.</p> <p>Lesson 4. To edit my fact file.</p>	<p>Lesson 1 (consolidate 1&2 on the plan) I am learning to use picture clues and predict what the story is about.</p> <p>Lesson 2 I am learning to use my senses to gather ideas for writing.</p>	<p>Lesson 1. I am learning to plan and gather ideas for an information text.</p> <p>Lesson 2. I am learning to write an information text.</p> <p>Lesson 3. I am learning to write an</p>	<p>Lesson 1. I can plan my own information text.</p> <p>Lesson 2. I can write my own information text.</p> <p>Lesson 3. I can edit and improve my own</p>	

	<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>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>	
--	---	--	---	---	--	--	--	---	---	--	--	---	--