

Year 2												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts	Little Red Riding Hood (Traditional Tale)	Tell Me a Dragon (Poetry)	High St (Narrative)	How to Wash a Woolly Mammoth (Instructions)	Fatou Fetch the Water (Narrative)	This is How We Do It (Non-fiction)	Creature Features (Non-fiction)	Traction Man (Narrative)	Amelia Earhart (Biography)	The Day Louis Got Eaten (Narrative)	Penguins (Non-chronological Report)	Ellsworth (Poetry)
Links to Wider Curriculum					Fatou – Geography (comparing UK to Non-UK). Traction Man – Science - materials.				Amelia – History - Pioneers and Explorers. Penguins – Science – Humans and Animals.			
Independent Purposeful Writing Outcomes	LRRH – to write a narrative following the LRRH pattern. Tell me – to write own 'Tell Me a Dragon' poetry book.		High Street – to write a high street narrative using my own shopping list. How to Wash a Woolly Mammoth – to write a set of 'silly' instructions.		Fatou – to write my own journey narrative. This is How We Do It - to write my own chapter about how I live.		Creature Features – to make my own information book based on a topic of my choice. Traction Man – to write my own traction man-style story based on a toy.		Amelia – to write a sequential biography of a famous person. The Day Louis Got Eaten – to write a story following the pattern of the text.		Penguin - to write a non-chronological report about an animal. Ellsworth – to create a class alphabet poetry book.	
Strategic End Points	Traditional Tales – plot focus Capital letters and full stops in simple clause sentences.	Poetic writing. Language for description – expanded noun phrases and consolidation of basic punctuation.	Cumulative story. Introduction to past simple: terminology verb. Introduction to commas in a list. (Expanded noun phrases)	Introduction to instruction writing. Understanding new sentence type: commands. Imperative verbs. Exclamation marks and question marks.	Cumulative journey story. Use CL for people's names. Expanded noun phrases including commas in a list. Conjunctions for coordination.	Introduction to writing non-fiction – writing about self. To write in the present tense. Use question marks and exclamations and capital letters for proper nouns. Possessive apostrophe.	Non-chronological report about an animal they are knowledgeable about. To use a range of sentence types correctly punctuated. Expanded noun phrases to specify.	Adventure story using consistent tense. To include lots of action – with progressive forms of verbs.	Sequential biography about a famous person using consistent tense. Introduction to subordination including when, if, that or because.	Write a narrative about the experience of others (or selves). Consistent use of past tense. Subordination 'when' included.	Non-chronological report about an animal. Writing for different purpose. Consistent use of tense in non-fiction. Range of subordination used to include when, if or because.	Alliterative poetry. Expanded noun phrases using alliteration and commas in lists. Use of possessive apostrophe.
Termly End Points	By the end of the Autumn Term, the children will have an awareness of different types of story and different story structures as well as instructional writing. Children will be able to correctly punctuate simple clause sentences. They will begin to build descriptions, using expanded noun phrases. They will use -ed past tense verbs in some of their writing independently.				By the end of the Spring Term, the children will have an awareness of non-fiction texts including non-chronological reports. They will be able to use differing sentence types, including questions and exclamations, and punctuate these correctly. They will also have built their descriptive vocabulary and be able to use expanded noun phrases more confidently.				By the end of the Summer Term, the children will be able to write for a range of purposes. They will be secure in the range of punctuation taught throughout the year. They will confidently use differing sentence types, including statements, commands, questions and exclamations, and will show use of coordination and subordination. By now, they will be able to re-read their work to check for errors.			
Grammar and punctuation	Y1 Finger spaces (1) Coordination 'and'(1) Capital letters, full stop, question mark,	Y1 Punctuate sentences using a capital letter and a full stop. (2) Finger spaces (2)	Y1 Finger spaces. (3) Capital letters, full stops, exclamation marks (3), capital letter for names. (2)	Y1 Punctuate sentences using a capital letter, full stop, question mark or exclamation mark. (4)	Y1 Coordination 'and' (2) Using a capital letter for names of people (4) Y2 Question marks (5)	Y1 Capital letter and a full stop, question mark or exclamation mark. (6) Capital letter for names of people, places, the days	Y1 Finger spaces (4) Coordination 'and'(3) Capital letter, full stop, question mark or	Y1 Recognise sentence boundaries in spoken sentences.(1) Capital letter and a full stop, question mark or	Y2 The present and past tenses correctly and consistently including the progressive form. (5)	Y2 Use the past tense consistently. (6) Subordination using when. (5)	Y2 Use the present and past tense correctly. (7) Use subordination (using when, if, that or	Y2 Full stops, capital letters, exclamation marks, question marks (9), commas for lists (3) and apostrophes for contracted forms

	<p>exclamation mark. (1)</p> <p>Capital letter for names of people, places, days of the week, and the personal pronoun 'I'. (1)</p> <p>Y2 Full stops, capital letters, exclamation marks, question marks (1)</p> <p>Statement, question, exclamation, command (1)</p> <p>Noun phrases to describe and specify. (1)</p> <p>Present and past tenses (1)</p>	<p>Y2 Expand noun phrases for description (2).</p>	<p>Y2 Full stops, capital letters, exclamation marks (3), commas for lists (1) and the possessive apostrophe (singular) (1).</p> <p>Noun phrases to describe and specify. (3)</p> <p>The present and past tenses (2)</p>	<p>Capital letter for names of people, places, the days of the week and the personal pronoun "I". (3)</p> <p>Finger spaces (4)</p> <p>Y2 Full stops, capital letters, exclamation marks and question marks. (4)</p>	<p>Exclamation marks (5)</p> <p>Noun phrases to describe and specify. (4)</p>	<p>of the week and the personal pronoun 'I'. (5)</p> <p>Y2 Full stops, capital letters (6), commas for lists (2) and apostrophes for contracted forms (1) and the possessive (singular) (2)</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly] (5)</p> <p>The present tense (3)</p>	<p>exclamation mark. (7)</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. (6)</p> <p>Y2 Full stops, capital letters, exclamation marks, question marks (7)</p> <p>Statement, question, exclamation, command (2)</p> <p>Noun phrases to describe and specify (6).</p>	<p>exclamation mark. (8)</p> <p>Y2 Make the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g., <i>she is drumming</i>, <i>he was shouting</i>). (4)</p>	<p>Subordination (using 'when', 'if', 'that', or 'because') (1) and co-ordination (using 'or', 'and', or 'but'). (4)</p>	<p>because) (6)</p>	<p>(2) and the possessive (singular) (3)</p> <p>Using expanded noun phrases to describe and specify (for example, 'the blue butterfly'). (7)</p>
Spelling	No Nonsense Spelling Programme										
Handwriting	Pupils will follow the Letter-join scheme of work for their year group.										