Year 2	Focus Texts	Tier 2 Vocabulary	Tier 3  Vocabulary	Sentence Construction g Objectives:	Word structure and language	Punctuation and grammar
	• \	<ul> <li>Correctly dem</li> <li>Write sentences in differ</li> </ul>	arcate most sentences	with capital letters and punctua	ntion marks (.?!) hrases (the blue butterfly)	
			TEXT S	TRUCTURES		
Plan openings a Understanding Opening e.g. In a Build-up e.g. Lat Problem e.g. To Resolution e.g. a suggest how the GDS- write effecti	use of planning too round character(s), 5-parts to a story was a land far awayOn ter that day his amazement As soon asEnding a main character is j wely and coherently for	Is: Story map and 'Boxing-up', setting, time of day and type with more complex vocabular ne cold but bright morning  should be a section rather the feeling in the final situation.	of weather  'Y  an one final sentence e.g.	Non-Fiction - Secure use of plannin Introduction: Heading Hook to en Middle section(s): Group related id sections  Use of lists – what is needed / lists of Bullet points and diagrams  Ending: comment to reader e.g: Ext  The consistent use of present tense Use of the continuous form of verb progress (e.g. she is drumming)	gage Factual statement/ definition eas / facts into sections Sub head of steps to be taken ra tips! / Did-you -know? True or e versus past tense throughout to	false?
YEAR 2 TERM 1 ACADEMIC YEAR 2022-2023	Letters Story writing Poetry Information posters	September: enough plain remember usual young ready above ever early list  October: though feel talk when soon body consider family direct pose	Consolidate: punctuation finger spaces letter word sentence full stops capital letter question mark exclamation mark speech bubble bullet points singular/ plural adjective verb connective	Consolidate Year 1 list and:  Types of sentences: statements questions commands exclamations  Please be aware that according to DfE rules, for the purposes of the grammar test, exclamation sentences have to begin with 'What' or 'How'.  Embellished simple sentences using: adjectives and uplevelled verbs  e.g. The boys peeped inside the dark cave.  Expanded noun phrases  e.g. lots of people, plenty of food	Consolidate Year 1 list and:  Formation of nouns by compounding	Consistent use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

	ocus exts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
		. Converting down	_	Objectives:	akian mandra ( 21)	
	- 1	•		with capital letters and punctua	• •	
	• V	Vrite sentences in differ			phrases (the blue butterfly)	
				RUCTURES		
Plan openings around ch Understanding 5-parts t Opening e.g. In a land far Build-up e.g. Later that d Problem e.g. To his amaze Resolution e.g. As soon a suggest how the main cha	naracter(s), to a story w awayOn day ement asEnding s aracter is f	s: Story map and 'Boxing-up' setting, time of day and type with more complex vocabular are cold but bright morning  should be a section rather that eeling in the final situation.  or different purposes, drawing on	of weather  y  n one final sentence e.g.	Non-Fiction - Secure use of planning tools: Text map and 'Boxing up' grid Introduction: Heading Hook to engage Factual statement/ definition Opening question Middle section(s): Group related ideas / facts into sections Sub headings to introduce sections  Use of lists — what is needed / lists of steps to be taken  Bullet points and diagrams  Ending: comment to reader e.g: Extra tips! / Did-you -know? True or false?  The consistent use of present tense versus past tense throughout texts.  Use of the continuous form of verbs in the present and past tense to mark actions in		
vocabulary and grammar of			then redding to inform the	progress (e.g. she is drumming)	os in the present and past tense to	mark actions in
Samuel Great	110)	November: leave song measure state product price short numeral class wind  December: question happen complete ship area half rock other fire south	Consolidate Year 1 Term 1 list:  apostrophe contractions possession commas speech marks suffix verb statement question exclamation command tense (past, present, future); adjective noun phrase generalisers subordinating conjunctions alliteration simile – 'as'/ 'like'	Types of sentences: statements questions commands exclamations  Please be aware that according to DfE rules, for the purposes of the grammar test, exclamation sentences have to begin with 'What' or 'How'.  Embellished simple sentences using: adjectives and uplevelled verbs e.g. The boys peeped inside the dark cave.  Expanded noun phrases e.g. lots of people, plenty of food	Consolidate Year 2 term 1 list and:  Two adjectives to describe the noun e.g. The scary, old woman Squirrels have long, bushy tails.  List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.	Consistent use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Year 2	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
		•	Learning	Objectives:		
		• Correctly den	_	with capital letters and punctua	ation marks (.?!)	
	•	Write sentences in d			he for contracted forms	
				RUCTURES		
iction- secure us	e of planning tools: S	story map <b>and</b> 'Boxing-up'		Non-Fiction - Secure use of planning	ng tools: Text map and 'Boxing up'	grid
	-	ting, time of day and type	_	Introduction: Heading Hook to er		_
Inderstanding 5-	parts to a story with	more complex vocabula	ry	Middle section(s): Group related id	leas / facts into sections Sub headir	ngs to introduce
<b>Opening</b> e.g. <i>ln a le</i>	and far awayOne c	old but bright morning		sections		
<b>suild-up</b> e.g. <i>Late</i>	•			<b>Use of lists</b> – what is needed / lists	of steps to be taken	
Problem e.g.To hi				Bullet points and diagrams		
_	_		an one final sentence e.g.	<b>Ending:</b> comment to reader e.g: <i>Ex</i>	tra tips! / Did-you -know? True or fo	alse?
55	•	ing in the final situation.	n their reading to inform the			
	nmar of their writing	merent purposes, drawing o	n their reading to inform the			
occidentary area gran	initial of their writing	January:		Consolidate Year 2 term 2 list and:	Consolidate Year 2 term 2 list	
<del></del>		free	apostrophe		and:	
	RUG HOTEL	minute	contractions	Use long and short		<b>Consolidate</b>
<del></del>	DUB HUTLE	strong	possession	sentences:	using <b>suffixes</b> such as -ful,	Year 2 Term 2
N	Contact Day	special	commas	sentences.	–less -er	list
EAR 2 TERM 3	A CONTRACTOR OF THE PARTY OF TH	mind	speech marks			
		behind	suffix	Long sentences to add	alliteration	
<u></u>	MEERKAT	clear	verb	description or information.	e.g. wicked witch	Apostrophes
	MAIL	tail	statement		slimy slugs	1 1 ' '
<u> </u>	Guy Greet	produce	question	Use short sentences for		to mark
<b>∑</b>		fact	exclamation	emphasis.	Adverbs for information	contracted
- ACADEMIC	Non-	February:	command		e.g.	forms in
<u> </u>	chronological	street	tense (past, present,		Lift the pot carefully onto the	spelling
7	report	inch	future); adjective		tray. The river quickly flooded the	e.g. don't,
<del></del>	Information	lot	noun phrase		town.	can't
	text	nothing	generalisers		town.	Can t
No.	Adventure	course	subordinating			
<del>\</del>	Story	stay	conjunctions			
<u>&gt;</u>	Recount	wheel	alliteration			
<u> </u>		full				
		force				
		10.00				

blue

Year 2	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
	-	most sentences with nctions (but, and, or)	capital letters and pund • Use	g Objectives: ctuation marks (.?!) e (present and past) tenses cons	Write sentences in differentiations is tently and correctly	nt forms
Plan openings ar Understanding !! Opening e.g.In a Build-up e.g. Lat Problem e.g. To h Resolution e.g. A suggest how the The consistent us Use of the contin	round character(s), set 5-parts to a story with land far awayOne c er that day his amazement As soon asEnding sho main character is feeli se of present tense ve	itory map and 'Boxing-up' ting, time of day and type more complex vocabular old but bright morning  and be a section rather the ing in the final situation.  It is past tense throughout the present and past tense shouting.	grid of weather  y  In one final sentence e.g.  ut texts	Non-Fiction - Secure use of planning Introduction: Heading Hook to en Middle section(s): Group related ict sections  Use of lists — what is needed / lists Bullet points and diagrams  Ending: comment to reader e.g: Extra GDS- write effectively and coherently for vocabulary and grammar of their writing introduction.	ngage Factual statement/ definition leas / facts into sections Sub headi of steps to be taken tra tips! / Did-you -know? True or j or different purposes, drawing on thei	n Opening question ngs to introduce false?
YEAR 2 TERM 4 — ACADEMIC YEAR 2022-	Diary Information text instructions	March: object decide surface deep moon island foot busy test record	apostrophe contractions possession commas speech marks suffix verb statement question exclamation command tense (past, present, future); adjective noun phrase generalisers subordinating conjunctions alliteration simile – 'as'/ 'like'	Secure use of compound sentences using connectives: and/ or / but / so (coordinating conjunctions)  -'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly,  Vary openers to sentences	Consolidate Year 2 term 3 list and:  Similes usinglike e.g like sizzling sausageshot like a fire	Consolidate Year 2 Term 3 list and:  Apostrophes to mark contracted forms in spelling e.g. don't, can't. Introduce: Apostrophes to mark singular possession e.g. the cat's name

Year 2	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
			Learning	Objectives:		
<ul><li>Correct</li></ul>	tly demarcate mo	st sentences with cap	ital letters and punctua	etion marks (.?!)	Write sentences in differen	nt forms
•	Use progressive f	orms of present and	past tense (I am walkin	g; he was drumming) • Use su	ub-ordinating conjunctions	
			TEXT ST	RUCTURES		
Plan openings aro Understanding 5- Opening e.g. In a la Build-up e.g. Later Problem e.g. To his Resolution e.g. As the main character The consistent use	parts to a story with mo and far awayOne cold is that day amazement soon asEnding should is is feeling in the final site of present tense versus ous form of verbs in the	be a section rather than one justion.  past tense throughout texts	final sentence e.g. suggest how	Non-Fiction - Secure use of planning to Introduction: Heading Hook to engag Middle section(s): Group related ideas Use of lists – what is needed / lists of s Bullet points and diagrams Ending: comment to reader e.g: Extra to GDS- write effectively and coherently for vocabulary and grammar of their writings.	e Factual statement/ definition Openin / facts into sections Sub headings to inteps to be taken sips! / Did-you -know? True or false? or different purposes, drawing on thei	ntroduce sections
YEAR 2 TERM 5 – ACADEMIC YEAR 2022	Collins Transport  * Last Stop on Market Street  ***Transport**  ***Transport*	April: ground common gold possible plane age dry wonder laugh thousand May: ago interest check game shape travel less	apostrophe contractions possession commas speech marks suffix verb adverb statement question exclamation command tense (past, present, future); adjective noun phrase generalisers subordinating	Complex sentences (Subordination)using eg: if, since, although, when, as, while, after, before, until, because e.g. While the animals were munchingbreakfast, two visitors arrived.  During the Autumn, when the weather is cold, the leaves fall off thetrees.	Consolidate Year 2 term 4 list and:  Adverbs for description e.g. Snow fell gently and covered the cottage in thewood.	Consolidate Year 2 Term 4 list  Introduce: Commas to separate items in a list Comma after —ly opener e.g. Fortunately
2-2028	Information instructions	miss brought heat	conjunctions alliteration simile – 'as'/ 'like'	adverbs e.g. Tom ran quickly downthe hill.		. or tanately

and language	grammar	
	·	
Write sentences in differer	nt forms	
ose sub oraniating conjunctions		
planning tools: Text map and 'Boxing up' grid		
	ng question	
d / lists of steps to be taken		
e.g: Extra tips! / Did-you -know? True or false?		
phorontly for different purposes, drawing on their	r reading to inform the	
GDS- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing		
then withing		
list and: Consolidate Year 2 term 5 list		
<mark>and:</mark>		
ing if,	<b>Consolidate</b>	
s, while,	Year 2 Term 5	
	<mark>list</mark>	
Components		
	Introduce:	
<b>en</b> the	Speech bubbles	
voc fall	Speech bubbles	
-est to form comparisons of	Speech marks	
adjectives and adverbs	for direct speed	
	.s. uncorspect	
es ed.	Implicitly	
_	understand how	
down	to change from	
	indirect speech	
h:-h	-	
	to direct speech	
spread		
i S C	list and:  Consolidate Year 2 term 5 list and:  ing if, s, while, cause were  Generalisers for information, e.g. Most dogs	

quickly.

simile – 'as'/ 'like'

Animal poetry.