

Year 2	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
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Learning Objectives:


- Correctly demarcate most sentences with capital letters and punctuation marks (.?!)
- Write sentences in different forms
- Use expanded noun phrases (the blue butterfly)


TEXT STRUCTURES

Consolidate Year 1 list and:

Fiction- secure use of planning tools: Story map and 'Boxing-up' grid
Plan openings around character(s), setting, time of day and type of weather
Understanding 5-parts to a story with more complex vocabulary
Opening e.g. *In a land far away....One cold but bright morning....*
Build-up e.g. *Later that day*
Problem e.g. *To his amazement*
Resolution e.g. *As soon as...Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.*
 GDS- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

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 progress (e.g. she is drumming)

YEAR 2 TERM 1 – ACADEMIC YEAR 2022-2023		September: enough plain remember usual young ready above ever early list	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.
		October: though feel talk when soon body consider family direct pose		Letters Story writing Poetry Information posters		

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<p style="text-align: center;">Learning Objectives:</p> <ul style="list-style-type: none"> • Correctly demarcate most sentences with capital letters and punctuation marks (.?!) • Write sentences in different forms • Use expanded noun phrases (the blue butterfly) 						
TEXT STRUCTURES						
<p>Fiction- secure use of planning tools: Story map and 'Boxing-up' grid Plan openings around character(s), setting, time of day and type of weather Understanding 5-parts to a story with more complex vocabulary Opening e.g. <i>In a land far away....One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as...Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</i> <i>GDS- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i></p>				<p>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: <i>Extra tips! / Did-you -know? True or false?</i> 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 progress (e.g. she is drumming)</p>		
YEAR 2 TERM 2 – ACADEMIC YEAR 2022-2023	 <p style="text-align: center;">Poems Diary newspaper report</p>	<p>November: leave song measure state product price short numeral class wind</p> <p>December: question happen complete ship area half rock other fire south</p>	<p style="text-align: center;">Consolidate Year 1 Term 1 list:</p> <p>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'</p>	<p>Types of sentences: statements questions commands exclamations</p> <p style="color: red; text-align: center;">Please be aware that according to DfE rules, for the purposes of the grammar test, exclamation sentences have to begin with 'What' or 'How'.</p> <p>Embellished simple sentences using: adjectives and uplevelled verbs e.g. The boys peeped inside the dark cave.</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p>	<p style="text-align: center;">Consolidate Year 2 term 1 list and:</p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Consistent use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>

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Learning Objectives:

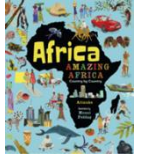

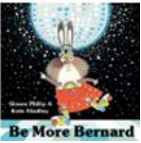
- Correctly demarcate most sentences with capital letters and punctuation marks (.?!)
- Write sentences in different forms
- Use the apostrophe for contracted forms


TEXT STRUCTURES

Fiction- secure use of planning tools: Story map and 'Boxing-up' grid
Plan openings around character(s), setting, time of day and type of weather
Understanding 5-parts to a story with more complex vocabulary
Opening e.g. *In a land far away....One cold but bright morning....*
Build-up e.g. *Later that day*
Problem e.g. *To his amazement*
Resolution e.g. *As soon as...Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.*
 GDS- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

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?*

YEAR 2 TERM 3 – ACADEMIC YEAR 2022-2023		<p>January: free minute strong special mind behind clear tail produce fact</p> <p>February: street inch lot nothing course stay wheel full force blue</p>	apostrophe contractions possession commas speech marks suffix verb statement question exclamation command tense (past, present, future); adjective noun phrase generalisers subordinating conjunctions alliteration	Consolidate Year 2 term 2 list and: Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.	Consolidate Year 2 term 2 list and: using suffixes such as –ful, –less –er alliteration <i>e.g. wicked witch slimy slugs</i> Adverbs for information <i>e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</i>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Consolidate Year 2 Term 2 list </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Apostrophes to mark contracted forms in spelling e.g. don't, can't </div>
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Year 2	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
<p style="text-align: center;">Learning Objectives:</p> <ul style="list-style-type: none"> • Correctly demarcate most sentences with capital letters and punctuation marks (.?!) • Write sentences in different forms • Use co-ordinating conjunctions (but, and, or) • Use (present and past) tenses consistently and correctly 						
TEXT STRUCTURES						
<p>Fiction- secure use of planning tools: Story map and 'Boxing-up' grid Plan openings around character(s), setting, time of day and type of weather Understanding 5-parts to a story with more complex vocabulary Opening e.g. <i>In a land far away....One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as...Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</i> 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 progress (e.g. <i>she is drumming, he was shouting.</i>)</p>				<p>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. <i>Extra tips! / Did-you -know? True or false?</i> GDS- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p>		
YEAR 2 TERM 4 – ACADEMIC YEAR 2022-2023	   <p style="text-align: center;">Diary Information text instructions</p>	<p style="text-align: center;">March:</p> <p>object decide surface deep moon island foot busy test record</p>	<p>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'</p>	<p style="text-align: center;">Consolidate Year 2 term 3 list and:</p> <p style="text-align: center;">Secure use of compound sentences using connectives: and/ or / but / so (coordinating conjunctions)</p> <p style="text-align: center;">-‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p style="text-align: center;">Vary openers to sentences</p>	<p style="text-align: center;">Consolidate Year 2 term 3 list and:</p> <p style="text-align: center;">Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</p>	<p style="text-align: center;">Consolidate Year 2 Term 3 list and:</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't.</p> <p>Introduce: Apostrophes to mark singular possession e.g. the cat's name</p>

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Learning Objectives: <ul style="list-style-type: none"> • Correctly demarcate most sentences with capital letters and punctuation marks (.?!) • Use progressive forms of present and past tense (I am walking; he was drumming) • Write sentences in different forms • Use sub-ordinating conjunctions 						
TEXT STRUCTURES						
<p>Fiction- secure use of planning tools: Story map and 'Boxing-up' grid Plan openings around character(s), setting, time of day and type of weather Understanding 5-parts to a story with more complex vocabulary Opening e.g. <i>In a land far away....One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as...Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</i> 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 progress (e.g. she is drumming, he was shouting)</p>				<p>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. <i>Extra tips! / Did-you -know? True or false?</i></p> <p style="color: orange;">GDS- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p>		
YEAR 2 TERM 5 – ACADEMIC YEAR 2022-2023	 <p>Information instructions</p>	<p>April: ground common gold possible plane age dry wonder laugh thousand</p> <p>May: ago interest check game shape travel less miss brought heat</p>	<p>apostrophe contractions possession commas speech marks suffix verb adverb statement question exclamation command tense (past, present, future); adjective noun phrase generalisers subordinating conjunctions alliteration simile – 'as'/ 'like'</p>	<p style="background-color: yellow;">Consolidate Year 2 term 4 list and:</p> <p>Complex sentences (Subordination) using eg: if, since, although, when, as, while, after, before, until, because e.g. <i>While the animals were munching breakfast, two visitors arrived.</i></p> <p><i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p style="text-align: center;">Introduce: adverbs e.g. <i>Tom ran quickly down the hill.</i></p>	<p style="background-color: yellow;">Consolidate Year 2 term 4 list and:</p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p>	<p style="background-color: yellow;">Consolidate Year 2 Term 4 list</p> <p>Introduce:</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener</p> <p>e.g. Fortunately</p>

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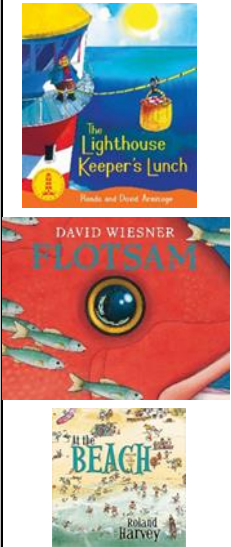
- Correctly demarcate most sentences with capital letters and punctuation marks (.?!)
- Write sentences in different forms
- Use progressive forms of present and past tense (I am walking; he was drumming)
- Use sub-ordinating conjunctions

TEXT STRUCTURES

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YEAR 2 TERM 6 – ACADEMIC YEAR 2022-2023	 <p align="center">Journey Story Newspaper Animal poetry.</p>	<p align="center">June:</p> <p> snow bed bring morning perhaps fill east weight language among </p>	<p> apostrophe contractions possession commas speech marks suffix verb adverb statement question exclamation command tense (past, present, future); adjective noun phrase generalisers subordinating conjunctions alliteration simile – 'as'/ 'like' </p>	<p align="center">Consolidate Year 2 term 5 list and:</p> <p> Complex sentences using if, since, although, when, as, while, after, before, until, because e.g. While the animals were munching breakfast, two visitors arrived. During the Autumn, when the weather is cold, the leaves fall off the trees. </p> <p align="center">Introduce:</p> <p> drop-in relative clauses eg: Sam, who was lost, sat down and cried. </p> <p> The Fire of London, which started in Pudding Lane, spread quickly. </p>	<p align="center">Consolidate Year 2 term 5 list and:</p> <p> Generalisers for information, e.g. Most dogs.... Some cats.... </p> <p> Use of the suffixes –er and –est to form comparisons of adjectives and adverbs </p>	<p align="center">Consolidate Year 2 Term 5 list</p> <p>Introduce:</p> <p>Speech bubbles</p> <p>Speech marks for direct speech</p> <p align="center"><i>Implicitly understand how to change from indirect speech to direct speech</i></p>
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