

<u>Subject English – Year 2 Autumn 1 MTP Covered once/ Covered twice / Revisited/ S&LY2</u>

Spelling and handwriting practice to take place daily. TEXT: Diary of a Worm and Diary of a Spider					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline	
Handwriting: Handwriting targets will be repeated during daily handwriting sessions Pupils should be taught to: • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. Spelling (see English Appendix 1) Pupils should be taught to: Spelling targets will be repeated during daily phonics sessions spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words	1	Handwriting WA/GD: Pupils should be taught to: form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Spelling (see English Appendix 1) Pupils should be taught to: spell by: learning the possessive apostrophe (singular) [for example, the girl's book] learning to spell common exception words Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to:	*I can use expanded noun phrases to describe and specify. **I can spell a variety of common exception words. ***I can use apostrophes for possession. WGD: I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].	Character Description Activity: Children to describe the Worm from the text. They will also describe worm's friend, Spider. Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.	

- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and nearhomophones
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition targets will be repeated during weekly planning and editing sessions

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 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]

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular)

learn how to use:

expanded noun phrases to describe and specify [for example, the blue butterfly]

S&L:

- use relevant strategies to build their vocabulary
- gain, maintain and monitor the interest of the listener(s)

2 Handwriting WA/GD:

Pupils should be taught to:

 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

- learning to spell more words with contracted forms
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

I can use expanded noun phrases to describe and

specify.

**I can spell a variety of

common exception words.

***I can use apostrophes for

possession.

WGD: I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Writing Genre: Setting Description

Activity: Children to describe the Worm's house and also a Spider's home.

•	read	aloud	what	they	have	written	with	appropriate
	inton	ation t	o mak	e the	mean	ing clear.		

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in discussing their writing.

S&L:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

- 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]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms

learn how to use:

expanded noun phrases to describe and specify [for example, the blue butterfly]

S&L:

- use relevant strategies to build their vocabulary
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- gain, maintain and monitor the interest of the listener(s)

Handwriting WA/GD:

- form lower-case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Spelling (see English Appendix 1) Pupils should be taught to:

 add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

I can write about real events.
**I can use the past tense
correctly and consistently.
***I can use adverbs to

describe where, when and how.

WGD: I can re-read to check that my writing makes sense and that verb tenses are used correctly.

Diary Entry/ Recount

Text: Diary of a Worm

Activity: Children to write a diary entry from Worm's perspective, describing his day at school.

Activity: Children to write a recount of their Summer holidays.

Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

develop positive attitudes towards and stamina for writing by:

writing about real events

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary

make simple additions, revisions and corrections to their own writing by:

- 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]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters

learn how to use:

- the present and past tenses correctly and consistently including the progressive form
- use and understand the grammatical terminology in discussing their writing.
- the grammar for year 2 in English Appendix 2

S&L:

 ask relevant questions to extend their understanding and knowledge

consider and evaluate different viewpoints, attending to and building on the contributions of others

planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.

Handwriting WA/ <u>GD</u> :
 start using some of the diagonal and horizontal strokes
needed to join letters and understand which letters,
when adjacent to one another, are best left unjoined
Spelling (see English Appendix 1) Pupils should be taught
to:
spell by:
 segmenting spoken words into phonemes and
representing these by graphemes, spelling many
correctly
 learning new ways of spelling phonemes for which one
or more spellings are already known, and learn some
words with each spelling, including a few common
homophones
 add suffixes to spell longer words, including –ment, –
ness, -ful, -less, -ly
 learning to spell common exception words
Composition:
Pupils should be taught to:
develop positive attitudes towards and stamina for writing
by:
 writing for different purposes
consider what they are going to write before beginning by:
 planning or saying out loud what they are going to write
about
 writing down ideas and/or key words, including new
vocabulary
vocabulary
vocabulary encapsulating what they want to say, sentence by sentence
vocabulary encapsulating what they want to say, sentence by

*I can use capital letters, full stops, question marks and exclamation marks correctly.

 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

- **I can use some subordinating conjunctions (when, if, that, or because) and some coordinating conjunctions (or, and, or but).
- ***I can use sentences with different forms: statement, question, exclamation, command.

WGD: I can use some of the diagonal and horizontal strokes needed to join letters.

Writing Genre: Informal Letter

Activity: Children to write a letter of to Grandpa about his holiday. Children to write a letter from Grandpa back to Spider.

	 proof-reading to check for errors in spelling, grammar 		
	and punctuation [for example, ends of sentences		
	punctuated correctly]		
	 sentences with different forms: statement, question, 		
	exclamation, command		
	S&L:		
	consider and evaluate different viewpoints, attending to		
	and building on the contributions of others		
5	Handwriting WA/GD:	*I can use the past tense mostly	Newspaper Report
_	Pupils should be taught to:	correctly and consistently.	
	 form lower-case letters of the correct size relative to one 	**I can use subordination	Toyty Diamy of a Suidon
	another		Text: Diary of a Spider
	start using some of the diagonal and horizontal strokes	(using when, if, that, or	Activity: Children to report on the discovery
	needed to join letters and understand which letters,	because) and co-ordination	of a range of new minibeasts (links to Wriggle
		(using or, and, or but).	and Crawl topic).
	when adjacent to one another, are best left unjoined	*** I can use commas for lists.	
	Spelling (see English Appendix 1) Pupils should be taught	WGD: I can add suffixes to spell	
	to:	longer words, including -ment,	Analysis of example (teacher written or
	spell by:	-ness, -ful, -less, -ly.	author's voice); practise skills and use them in
	 learning new ways of spelling phonemes for which one 		***
	or more spellings are already known, and learn some		context; plan using Mighty Writers planning
	words with each spelling, including a few common		templates and share ideas; complete their
	<mark>homophones</mark>		piece of writing using previously taught skills
	 learning to spell common exception words 		with the aid of planning templates; proof-
	Composition:		read and edit work using editing pens with
	Pupils should be taught to:		support from teacher and peers; write an
	develop positive attitudes towards and stamina for writing		independent version using previously taught
	by:		skills.
	writing for different purposes		SKIIIS.
	consider what they are going to write before beginning by:		
	 planning or saying out loud what they are going to write 		
	about		
	 writing down ideas and/or key words, including new 		
	vocabulary		
	•		
	encapsulating what they want to say, sentence by		
	sentence		

		make simple additions, revisions and corrections to their		
		own writing by:		
		 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]		
		Writing		
		Vocabulary, Grammar and Punctuation:		
		Pupils should be taught to:		
		develop their understanding of the concepts set out by:		
		learning how to use both familiar and new punctuation		
		correctly, including full stops, capital letters,		
		exclamation marks, question marks, commas for lists learn how to use:		
		 the present and past tenses correctly and consistently including the progressive form 		
		• subordination (using when, if, that, or because) and co-		
		ordination (using or, and, or but)		
		S&L:		
		 participate in discussions, presentations, 		
		performances, role play, improvisations and debates		
		 gain, maintain and monitor the interest of the listener(s) 		
		 consider and evaluate different viewpoints, attending 		
		to and building on the contributions of others		
		•		
	6	Handwriting WA/GD:	*I have developed a positive	Poetry
		Pupils should be taught to:	attitude towards writing by	
		 start using some of the diagonal and horizontal strokes 	writing poetry.	Text: Diary of a Spider
		needed to join letters and understand which letters,	**I can use expanded noun	7 5 5 6 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
		when adjacent to one another, are best left unjoined	phrases with appropriate	Activity: Children to write poetry with links
			adjectives to express meaning.	to minibeasts and their habitats.
				to minibeasts and their napitats.

 use spacing between words that reflects the size of the 	***I can read aloud what I	*Spiders acrostic poem
letters.	have written with intonation to	*Butterfly, Butterfly poem
Spelling (see English Appendix 1) Pupils should be taught	make the meaning clear.	*At the bottom of the garden poem
to:	WGD: I can include adverbs to	*The minibeast feast poem
spell by:	describe where, when and	The minibeast reast poem
 segmenting spoken words into phonemes and 	how.	
representing these by graphemes, spelling many		Analysis of avancels the object with a se
Composition:		Analysis of example (teacher written or
Pupils should be taught to:		author's voice); practise skills and use them
develop positive attitudes towards and stamina for writing		in context; plan using Mighty Writers
by:		planning templates and share ideas;
writing poetry		complete their piece of writing using
consider what they are going to write before beginning by:		previously taught skills with the aid of
 planning or saying out loud what they are going to write 		planning templates; proof-read and edit
about		work using editing pens with support from
 writing down ideas and/or key words, including new 		teacher and peers; write an independent
vocabulary		version using previously taught skills.
 encapsulating what they want to say, sentence by 		
sentence		
make simple additions, revisions and corrections to their		
own writing by:		
 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.		
Writing		
Vocabulary, Grammar and Punctuation:		
Pupils should be taught to:		
develop their understanding of the concepts set out by:		
learn how to use:		

	expanded noun phrases to describe and specify [for example, the blue butterfly] some features of written Standard English S&L: listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others
Vocabulary:	NC terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma. Text specific: recount, first person, past tense, chronological, non-chronological, layout, headings, organisation, report, audience, interview, statement, witness, poem, verse, line, repetition, rhyme, syllables, explanation, statement, description, appearance, personality, setting, senses, narrative, characters, plot, problem, minibeast, habitat, life cycle, fiction, non-fiction.

Subject English – Year 2 Autumn 2 MTP Covered once/ Covered twice / Revisited/ S&LY2

		Spelling and handwriting practice to take place daily.	TEXT: The	e Pied Piper
National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline
WA/GD Handwriting: Handwriting targets will be repeated during daily handwriting sessions Pupils should be taught to: • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. Spelling (see English Appendix 1) Pupils should be taught to: Spelling targets will be repeated during daily phonics sessions spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms	1	Handwriting WA/GD: Pupils should be taught to: • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Spelling (see English Appendix 1) Pupils should be taught to: spell by: • learning the possessive apostrophe (singular) [for example, the girl's book] • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	possession. WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.	Character Descriptions Activity: Children to write descriptions of both The Boy and The Mayor. Think about their appearance and personality. Can the children compare the characters? Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.

- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition targets will be repeated during weekly planning and editing sessions

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 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]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular)

learn how to use:

- expanded noun phrases to describe and specify [for example, the blue butterfly]
- use and understand the grammatical terminology in discussing their writing.

S&L:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- gain, maintain and monitor the interest of the listener(s)

2 Handwriting WA/GD:

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

*I can use some subordinating

conjunctions (when, if, that, or because) and some co-

ordinating conjunctions (or,

and, or but).

**I can use adverbs to describe where, when and how.

***I can use apostrophes for contraction.

WGD: I can add suffixes to spel longer words, including –ment, –ness, –ful, –less, –lv.

Setting Description

Activity: Children to describe the shanty town where the children live and also Hamline town before the invasion of the rats.

Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit

• read aloud what they have written with appropriate intonation to make the meaning clear.

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in discussing their writing.

S&L:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 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]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- expanded noun phrases to describe and specify [for example, the blue butterfly]
- subordination (using when, if, that, or because) and coordination (using or, and, or but)

S&L:

work using editing pens with support from teacher and peers; write an independent version using previously taught skills.

 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates 		 listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings gain, maintain 		
 gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	3	Handwriting WA/GD: Pupils should be taught to: start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Spelling (see English Appendix 1) Pupils should be taught to: spell by: learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, - ness, -ful, -less, -ly Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary	**I can use subordinating and co-ordinating conjunctions to join clauses. **I can use the past tense correctly and consistently. ***I can use apostrophes for contraction. WGD: I can add suffixes to spell most words correctly, including adverbs.	Activity: Children to write their own narratives based on Hamelin's rat invasion (alternative version of events and new characters, setting or problem). Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.

 encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other 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] Writing **Vocabulary, Grammar and Punctuation:** Pupils should be taught to: develop their understanding of the concepts set out by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms and the possessive (singular) learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) S&L: listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • gain, maintain and monitor the interest of the listener(s)

4	Handwriting WA/ <u>GD</u> :	*I can use question marks and	<u>Letters</u>
	• start using some of the diagonal and horizontal strokes	exclamation marks correctly in	
	needed to join letters and understand which letters,	most sentences.	Activity: Children to write a letter of
	when adjacent to one another, are best left unjoined	**I can use some subordinating	complaint to the Mayor from the Pied Piper
	Spelling (see English Appendix 1) Pupils should be taught	conjunctions (when, if, that, or	and letter of apology to the Pied Piper from
	to:	because) and some co-	the Mayor.
	spell by:	ordinating conjunctions (or,	
	• segmenting spoken words into phonemes and	and, or but).	Analysis of example (teacher written or
	representing these by graphemes, spelling many	***I can use sentences with	author's voice); practise skills and use them
	 correctly learning new ways of spelling phonemes for which one 	different forms: statement,	in context; plan using Mighty Writers
	or more spellings are already known, and learn some	question, exclamation,	planning templates and share ideas;
	words with each spelling, including a few common	command.	complete their piece of writing using
	homophones	WGD: I can add suffixes to spell	previously taught skills with the aid of
	 add suffixes to spell longer words, including -ment, - 	longer words, including -ment,	planning templates; proof-read and edit
	ness, -ful, -less, -ly	–ness, –ful, –less, –ly.	work using editing pens with support from
	Composition:		teacher and peers; write an independent
	Pupils should be taught to:		version using previously taught skills.
	develop positive attitudes towards and stamina for writing		
	by:		
	 writing for different purposes 		
	consider what they are going to write before beginning by:		
	 planning or saying out loud what they are going to write 		
	about		
	writing down ideas and/or key words, including new		
	vocabulary		
	 encapsulating what they want to say, sentence by sentence 		
	 make simple additions, revisions and corrections to their 		
	own writing by:		
	 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] S&L: articulate and justify answers, arguments and opinions 		
5	Handwriting WA/GD: Pupils should be taught to: form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Spelling (see English Appendix 1) Pupils should be taught to: spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by: writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils	I can write for different purposes. **I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). ***I can use sentences with different forms: statement, question, exclamation, command. WGD: I can use the present and past tenses correctly and consistently including the progressive form.	Activity: Children to report on Hamelin's rat invasion and the Mayor asking the homeless children to become 'rat kids'. Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.

- 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.

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)

S&L:

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Honduniting WA/CD.	*I have developed a resitive	Do otwo
· · · · · · · · · · · · · · · · · · ·	*I have developed a positive	Poetry
Pupils should be taught to:	attitude towards writing by	
• start using some of the diagonal and horizontal strokes	writing poetry.	Activity: Children to write poetry using the
needed to join letters and understand which letters,	**I can use expanded noun	openers: Last night I saw Last night I heard
when adjacent to one another, are best left unjoined	phrases with appropriate	
 use spacing between words that reflects the size of the 	adjectives to express meaning.	Analysis of example (teacher written or
letters.	***I can read aloud what I have	author's voice); practise skills and use them in
Spelling (see English Appendix 1) Pupils should be taught	written with intonation to make	context; plan using Mighty Writers planning
to:	the meaning clear.	templates and share ideas; complete their
spell by:	WGD: I can include adverbs to	
 segmenting spoken words into phonemes and 	describe where, when and how.	piece of writing using previously taught skills
representing these by graphemes, spelling many		with the aid of planning templates; proof-
• learning the possessive apostrophe (singular) [for		read and edit work using editing pens with
example, the girl's book]		support from teacher and peers; write an
 distinguishing between homophones and near- 		independent version using previously taught
<mark>homophones</mark>		skills.
Composition:		
Pupils should be taught to:		
develop positive attitudes towards and stamina for writing		
by:		
writing poetry		
consider what they are going to write before beginning by:		
 planning or saying out loud what they are going to write 		
about		
 writing down ideas and/or key words, including new 		
vocabulary		
 encapsulating what they want to say, sentence by 		
sentence		
make simple additions, revisions and corrections to their		
own writing by:		
 evaluating their writing with the teacher and other 		
pupils		
 proof-reading to check for errors in spelling, grammar 		
and punctuation [for example, ends of sentences		
punctuated correctly]		
punctuated correctly]		

	• read aloud what they have written with appropriate
	intonation to make the meaning clear.
	Writing
	Vocabulary, Grammar and Punctuation:
	Pupils should be taught to:
	develop their understanding of the concepts set out by:
	learn how to use:
	 expanded noun phrases to describe and specify [for
	example, the blue butterfly]
	 some features of written Standard English
	S&L:
	listen and respond appropriately to adults and their
	peers peers
	 use relevant strategies to build their vocabulary
	 maintain attention and participate actively in
	collaborative conversations, staying on topic and
	initiating and responding to comments
	use spoken language to develop understanding
	through speculating, hypothesising, imagining and
	exploring ideas
	• speak audibly and fluently with an increasing
	command of Standard English
	 participate in discussions, presentations,
	performances, role play, improvisations and debates
	• gain, maintain and monitor the interest of the
	listener(s)
	select and use appropriate registers for effective
	communication.
Vocabulary:	NC terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present)
	apostrophe, comma.
	Text specific: description, appearance, personality, newspaper, article, organisation, layout, witness, interview, statement, poem, verse, line, repetition,
	rhyme, syllables, stanza, letter, audience, complaint, apology, setting, senses, narrative, characters, plot, problem.



Subject English – Year 2 Spring 1 MTP Covered once/ Covered twice / Revisited/ S&LY2

		Spelling and handwriting practice to take place dail	y. TEXT: The	Twits
National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline

WA/GD

Handwriting:

Handwriting targets will be repeated during daily handwriting sessions

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught to:

Spelling targets will be repeated during daily phonics sessions

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Handwriting WA/GD:

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

 learning the possessive apostrophe (singular) [for example, the girl's book]

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

*I can use capital letters and full stops correctly in most sentences.

**I can use expanded noun phrases to describe and specify.

***I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).

WGD: I can use apostrophes for possession.

Character Descriptions

Activity: Children to describe a range of characters within the story: Mr Twit, Mrs Twit, Muggle-Wump or the Roly-Poly Bird.

Composition targets will be repeated during weekly planning and editing sessions

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 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.

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular)

learn how to use:

- expanded noun phrases to describe and specify [for example, the blue butterfly]
- subordination (using when, if, that, or because) and coordination (using or, and, or but)

S&L:

- listen and respond appropriately to adults and their peers
- use relevant strategies to build their vocabulary
- gain, maintain and monitor the interest of the listener(s)

Handwriting WA/GD:

Pupils should be taught to:

 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

- learning to spell more words with contracted forms
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary

*I can use expanded noun phrases to describe and specify, correctly punctuating them with commas.

- **I can use adverbs to describe where, when and how.
- ***I can use apostrophes for contraction.

WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

Writing Genre: Setting Description

Activity: Children to describe The Twit's house and garden from the outside. Children will then describe independently the inside of their house using their knowledge of the characters. Use all senses when creating descriptions and use editing skills to up-level vocabulary choices.

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in discussing their writing.

S&L:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 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 1

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms

learn how to use:

expanded noun phrases to describe and specify [for example, the blue butterfly]

S&L:

- use relevant strategies to build their vocabulary
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

gain, maintain and monitor the interest of the listener(s)

Handwriting WA/GD:

- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

*I can use question marks and

exclamation marks correctly in

some sentences.

**I can use expanded noun

phrases to describe and specify.

***I can use some

subordinating conjunctions

(when, if, that, or because) and

Narrative

Activity: Children to write their own narratives focusing on The Wormy Spaghetti,

The Shrinks or The Stretching (alternative version of events and/or new setting,

characters or problem).

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- 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]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

some co-ordinating conjunctions (or, and, or but).

WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.

			,
	 use and understand the grammatical terminology in 		
	discussing their writing.		
	S&L:		
	 gain, maintain and monitor the interest of the 		
	listener(s)		
	 consider and evaluate different viewpoints, attending 		
	to and building on the contributions of others		
	 select and use appropriate registers for effective 		
	communication.		
4	Handwriting WA/GD:	*I can use question marks and	Letters
	start using some of the diagonal and horizontal strokes	exclamation marks correctly in	
	needed to join letters and understand which letters,	some sentences.	Activity: Children to write a letter of
	when adjacent to one another, are best left unjoined	**I can use some subordinating	complaint from the caged Monkeys to Mr
	Spelling (see English Appendix 1) Pupils should be taught	conjunctions (when, if, that, or	Twit and a letter of apology from Mr Twit to
	to:		
	spell by:	because) and some co-	Muggle-Wump.
	 segmenting spoken words into phonemes and 	ordinating conjunctions (or,	
	representing these by graphemes, spelling many	and, or but).	Analysis of example (teacher written or
	correctly	***I can use sentences with	author's voice); practise skills and use them
	 learning new ways of spelling phonemes for which one 	different forms: statement,	in context; plan using Mighty Writers
	or more spellings are already known, and learn some	question, exclamation,	planning templates and share ideas;
	words with each spelling, including a few common	command.	complete their piece of writing using
	homophones	WGD: I am beginning to proof	previously taught skills with the aid of
	distinguishing between homophones and near-	read to check for errors in	planning templates; proof-read and edit
	homophones	spelling, grammar and	work using editing pens with support from
	Composition:	punctuation.	teacher and peers; write an independent
	Pupils should be taught to:		version using previously taught skills.
	develop positive attitudes towards and stamina for writing		
	by:		
	writing for different purposes		
	consider what they are going to write before beginning by:		
	 planning or saying out loud what they are going to write 		
	about		
	 writing down ideas and/or key words, including new 		
	vocabulary		

		 encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their 		
		own writing by:		
		 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]		
		Writing		
		Vocabulary, Grammar and Punctuation:		
		Pupils should be taught to:		
		develop their understanding of the concepts set out by:		
		 learning how to use both familiar and new punctuation 		
		correctly, including full stops, capital letters,		
		exclamation marks, question marks,		
		learn how to use:		
		• sentences with different forms: statement, question,		
		exclamation, command		
		 the present and past tenses correctly and consistently 		
		including the progressive form		
		• subordination (using when, if, that, or because) and co-		
		ordination (using or, and, or but)		
		S&L:		
		 articulate and justify answers, arguments and opinions 		
5	5	Handwriting WA/ <u>GD</u> :	*I can use the past tense mostly	Newspaper Report
		• form lower-case letters of the correct size relative to one	correctly and consistently.	
		another	**I can use subordination	Text: The Twits
		 start using some of the diagonal and horizontal strokes 	(using when, if, that, or	Activity: Children to report on the wild
		needed to join letters and understand which letters,	because) and co-ordination	animals attacking The Twits.
		when adjacent to one another, are best left unjoined	(using or, and, or but).	Newspaper report: A strange bird found in
			*** I can use commas for lists.	the local area (Roly-Poly Brid)

I	•	write	capital	letters	and	digits	of	the	corre	ct	siz	e,
		orient	ation a	nd relat	tionsl	hip to	one	e an	other	an	ď	to
		lower	case let	ters								
ı							C1					

 use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning to spell common exception words
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

develop their understanding of the concepts set out by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly] subordination (using when, if, that, or because) and coordination (using or, and, or but) the grammar for year 2 in English Appendix 2 S&L: use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and
correctly, including full stops, capital letters, exclamation marks, question marks, learn how to use: • expanded noun phrases to describe and specify [for example, the blue butterfly] • subordination (using when, if, that, or because) and co- ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 S&L: • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions
exclamation marks, question marks, commas for lists learn how to use: • expanded noun phrases to describe and specify [for example, the blue butterfly] • subordination (using when, if, that, or because) and coordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 S&L: • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions
learn how to use: • expanded noun phrases to describe and specify [for example, the blue butterfly] • subordination (using when, if, that, or because) and coordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 S&L: • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions
 expanded noun phrases to describe and specify [for example, the blue butterfly] subordination (using when, if, that, or because) and coordination (using or, and, or but) the grammar for year 2 in English Appendix 2 S&L: use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions
example, the blue butterfly] subordination (using when, if, that, or because) and coordination (using or, and, or but) the grammar for year 2 in English Appendix 2 S&L: use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions
example, the blue butterfly] subordination (using when, if, that, or because) and coordination (using or, and, or but) the grammar for year 2 in English Appendix 2 S&L: use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions
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 the grammar for year 2 in English Appendix 2 S&L: use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions
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 articulate and justify answers, arguments and opinions
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opinions opi
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narratives for different purposes, including for
expressing feelings
6 Handwriting WA/GD: *I have developed a positive Poetry
Pupils should be taught to: attitude towards writing by
• start using some of the diagonal and horizontal strokes writing poetry. Text: The Twits
needed to join letters and understand which letters, **I can use expanded noun
retivity, children to write an acrossic poe
lottors.
Spelling (see English Appendix 1) Punils should be taught
their independent write.
Mr Twit or Mrs Twit to be used for Might
Writer.
describe thirty when the
Composition:
Pupils should be taught to: Analysis of example (teacher written or
• writing poetry planning templates and share ideas;
consider what they are going to write before beginning by: complete their piece of writing using previously taught skills with the aid of

	 planning or saying out loud what they are going to write 	planning templates; proof-read and edi
	<mark>about</mark>	work using editing pens with support fr
	 writing down ideas and/or key words, including new 	teacher and peers; write an independer
	<mark>vocabulary</mark>	version using previously taught skills.
	 encapsulating what they want to say, sentence by 	
	<mark>sentence</mark>	
	make simple additions, revisions and corrections to their	
	own writing by:	
	 evaluating their writing with the teacher and other 	
	<mark>pupils</mark>	
	 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.	
	Writing	
	Vocabulary, Grammar and Punctuation:	
	Pupils should be taught to:	
	develop their understanding of the concepts set out by:	
	learn how to use:	
	 expanded noun phrases to describe and specify [for 	
	example, the blue butterfly]	
	 some features of written Standard English 	
	S&L:	
	 listen and respond appropriately to adults and their 	
	peers	
	 use relevant strategies to build their vocabulary 	
ĺ	 maintain attention and participate actively in 	
	collaborative conversations, staying on topic and	
	initiating and responding to comments	
l	 use spoken language to develop understanding 	
	through speculating, hypothesising, imagining and	
	exploring ideas	

		 speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others
Vocabulary:	apostrop	inology: noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) the, comma. cific: narrative, plot, characters, problem, resolution, setting, diary, first person, letter, formal, informal, apology, complaint, instruction, d, statement, description, appearance, personality.



Subject English – Year 2 Spring 2 MTP Covered once/ Covered twice / Revisited/ S&LY2

	Spelling and handwriting practice to take place daily.			Chocolate Factory
National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline

WA/GD

Handwriting:

Handwriting targets will be repeated during daily handwriting sessions

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught to:

Spelling targets will be repeated during daily phonics sessions

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Handwriting WA/GD:

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

 learning the possessive apostrophe (singular) [for example, the girl's book]

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

*I can use capital letters and full stops correctly in most sentences.

**I can use expanded noun phrases to describe and specify.

***I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).

WGD: I can use apostrophes

for possession.

Character Descriptions

Activity: Children to describe a range of characters within the story.

Composition targets will be repeated during weekly planning and editing sessions

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 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.

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular)

learn how to use:

- expanded noun phrases to describe and specify [for example, the blue butterfly]
- subordination (using when, if, that, or because) and coordination (using or, and, or but)

S&L:

- listen and respond appropriately to adults and their peers
- use relevant strategies to build their vocabulary
- gain, maintain and monitor the interest of the listener(s)

Handwriting WA/GD:

Pupils should be taught to:

 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

- learning to spell more words with contracted forms
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary

*I can use expanded noun phrases to describe and specify, correctly punctuating them with commas.

- **I can use adverbs to describe where, when and how.
- ***I can use apostrophes for contraction.

WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

Writing Genre: Setting Description

Activity: Children to describe Charlie's house. Children will describe the outside of the factory and also imagine what inside could he

Use all senses when creating descriptions and use editing skills to up-level vocabulary choices.

Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from

• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in discussing their writing.

S&L:

Pupils should be taught to:

- listen and respond appropriately to adults and their
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

encapsulating what they want to say, sentence by

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other
- 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 1

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms

learn how to use:

 expanded noun phrases to describe and specify [for example, the blue butterfly]

S&L:

- use relevant strategies to build their vocabulary
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

gain, maintain and monitor the interest of the listener(s)

Handwriting WA/GD:

- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught spell by:

(when, if, that, or because) and

Narrative

Activity: Children to write their own narratives focusing on Charlie finding the golden ticket. (alternative version of events and/or new setting, characters or problem).

teacher and peers; write an independent

version using previously taught skills.

Analysis of example (teacher written or author's voice); practise skills and use them

*I can use question marks and

exclamation marks correctly in

some sentences.

**I can use expanded noun

phrases to describe and specify.

***I can use some

subordinating conjunctions

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- 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]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

some co-ordinating conjunctions (or, and, or but).

WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.

in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.

	• use and understand the grammatical terminology in		
	discussing their writing.		
	S&L:		
	• gain, maintain and monitor the interest of the		
	listener(s)		
	consider and evaluate different viewpoints, attending		
	to and building on the contributions of others		
	• select and use appropriate registers for effective		
	communication.		
4	Handwriting WA/ <u>GD</u> :	*I can use question marks and	<u>Letters</u>
	<u>start using some of the diagonal and horizontal strokes</u>	exclamation marks correctly in	
	needed to join letters and understand which letters,	some sentences.	Activity: Children to write a formal letter to
	when adjacent to one another, are best left unjoined	**I can use some subordinating	Willy Wonka to say Thank you for getting a
	Spelling (see English Appendix 1) Pupils should be taught	conjunctions (when, if, that, or	Golden ticket.
	to:	because) and some co-	A letter to Charlie replying to his letter.
	spell by:	ordinating conjunctions (or,	
	 segmenting spoken words into phonemes and 	and, or but).	Analysis of example (teacher written or
	representing these by graphemes, spelling many	***I can use sentences with	author's voice); practise skills and use them
	correctly	different forms: statement,	in context; plan using Mighty Writers
	 learning new ways of spelling phonemes for which one 	question, exclamation,	planning templates and share ideas;
	or more spellings are already known, and learn some		complete their piece of writing using
	words with each spelling, including a few common	command.	
	<mark>homophones</mark>	WGD: I am beginning to proof	previously taught skills with the aid of
	 distinguishing between homophones and near- 	read to check for errors in	planning templates; proof-read and edit
	homophones	spelling, grammar and	work using editing pens with support from
	Composition:	punctuation.	teacher and peers; write an independent
	Pupils should be taught to:		version using previously taught skills.
	develop positive attitudes towards and stamina for writing		
	by:		
	 writing for different purposes 		
	consider what they are going to write before beginning by:		
	 planning or saying out loud what they are going to write 		
	<mark>about</mark>		
	 writing down ideas and/or key words, including new 		
	vocabulary		

5	 encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: 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] Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, learn how to use: sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) S&L: articulate and justify answers, arguments and opinions Handwriting WA/GD: form lower-case letters of the correct size relative to one another 	*I can use the past tense mostly correctly and consistently. **I can use subordination	Non-Chronological report Text: Charlie and the Chocolate
	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	(using when, if, that, or because) and co-ordination (using or, and, or but). *** I can use commas for lists.	Activity: Children to report on Willy Wonka's Factory. Children to report on how we make chocolate and where it comes from.

_	
	 write capital letters and digits of the correct size,
	orientation and relationship to one another and to
	lower case letters
	• use spacing between words that reflects the size of the

Spelling (see English Appendix 1) Pupils should be taught

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning to spell common exception words
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

	develop their understanding of the concepts set out by:		
	 learning how to use both familiar and new punctuation 		
	correctly, including full stops, capital letters,		
	exclamation marks, question marks, commas for lists		
	learn how to use:		
	 expanded noun phrases to describe and specify [for 		
	example, the blue butterfly]		
	 subordination (using when, if, that, or because) and co- 		
	ordination (using or, and, or but)		
	 the grammar for year 2 in English Appendix 2 		
	S&L:		
	 use relevant strategies to build their vocabulary 		
	 articulate and justify answers, arguments and 		
	opinions		
	 give well-structured descriptions, explanations and 		
	narratives for different purposes, including for		
	expressing feelings		
6	Handwriting WA/GD:	*I have developed a positive	Poetry
3	Pupils should be taught to:	attitude towards writing by	rockly
	start using some of the diagonal and horizontal strokes	writing poetry.	
	needed to join letters and understand which letters,	**I can use expanded noun	
	when adjacent to one another, are best left unjoined	phrases with appropriate	Activity: Children to write an acrostic poem
	• use spacing between words that reflects the size of the	adjectives to express meaning.	based on the characters from the text.
	letters.	***I can read aloud what I	Children to select their own Characters for
	Spelling (see English Appendix 1) Pupils should be taught	have written with intonation to	their independent write.
	to:	make the meaning clear.	Charlie to be used for Mighty Writer.
	spell by:	WGD: I can include adverbs to	
	 segmenting spoken words into phonemes and 	describe where, when and	
	representing these by graphemes, spelling many	how.	A series of constants (because a series
	Composition:		Analysis of example (teacher written or
	Pupils should be taught to:		author's voice); practise skills and use them
	develop positive attitudes towards and stamina for writing		in context; plan using Mighty Writers
	by:		planning templates and share ideas;
	 writing poetry 		complete their piece of writing using
	consider what they are going to write before beginning by:		previously taught skills with the aid of
			planning templates; proof-read and edit
		<u> </u>	p

work using editing pens with su
work using earling pens with st
teacher and peers; write an inc
version using previously taught

		speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) nsider and evaluate different viewpoints, attending to d building on the contributions of others
Vocabulary:	apostrophe, Text specific	logy: noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) comma. c: narrative, plot, characters, problem, resolution, setting, diary, first person, letter, formal, informal, apology, complaint, instruction, statement, description, appearance, personality.



<u>Subject English – Year 2 Spring 1 MTP</u> Covered once/ Covered twice / Revisited/ S&LY2

Spelling and handwriting practice to take place daily. TEXT: The Twits					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline	

WA/GD

Handwriting:

Handwriting targets will be repeated during daily handwriting sessions

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught to:

Spelling targets will be repeated during daily phonics sessions

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Handwriting WA/GD:

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

 learning the possessive apostrophe (singular) [for example, the girl's book]

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

*I can use capital letters and full stops correctly in most sentences.

**I can use expanded noun phrases to describe and specify.

***I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).

WGD: I can use apostrophes for possession.

Character Descriptions

Activity: Children to describe a range of characters within the story: Mr Twit, Mrs Twit, Muggle-Wump or the Roly-Poly Bird.

Composition targets will be repeated during weekly planning and editing sessions

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 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.

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and the possessive (singular)

learn how to use:

- expanded noun phrases to describe and specify [for example, the blue butterfly]
- subordination (using when, if, that, or because) and coordination (using or, and, or but)

S&L:

- listen and respond appropriately to adults and their peers
- use relevant strategies to build their vocabulary
- gain, maintain and monitor the interest of the listener(s)

Handwriting WA/GD:

Pupils should be taught to:

 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

- learning to spell more words with contracted forms
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary

*I can use expanded noun phrases to describe and specify, correctly punctuating them with commas.

- **I can use adverbs to describe where, when and how.
- ***I can use apostrophes for contraction.

WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

Writing Genre: Setting Description

Activity: Children to describe The Twit's house and garden from the outside. Children will then describe independently the inside of their house using their knowledge of the characters. Use all senses when creating descriptions and use editing skills to up-level vocabulary choices.

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in discussing their writing.

S&L:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 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 1

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms

learn how to use:

expanded noun phrases to describe and specify [for example, the blue butterfly]

S&L:

- use relevant strategies to build their vocabulary
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

gain, maintain and monitor the interest of the listener(s)

Handwriting WA/GD:

- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

*I can use question marks and

exclamation marks correctly in

some sentences.

**I can use expanded noun

phrases to describe and specify.

***I can use some

subordinating conjunctions

(when, if, that, or because) and

Narrative

Activity: Children to write their own

narratives focusing on The Wormy Spaghetti,

The Shrinks or The Stretching (alternative version of events and/or new setting,

characters or problem).

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- 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]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

some co-ordinating conjunctions (or, and, or but).

WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.

			,
	 use and understand the grammatical terminology in 		
	discussing their writing.		
	S&L:		
	 gain, maintain and monitor the interest of the 		
	<mark>listener(s)</mark>		
	 consider and evaluate different viewpoints, attending 		
	to and building on the contributions of others		
	 select and use appropriate registers for effective 		
	communication.		
4	Handwriting WA/ <u>GD</u> :	*I can use question marks and	<u>Letters</u>
	start using some of the diagonal and horizontal strokes	exclamation marks correctly in	
	needed to join letters and understand which letters,	some sentences.	Activity: Children to write a letter of
	when adjacent to one another, are best left unjoined	**I can use some subordinating	complaint from the caged Monkeys to Mr
	Spelling (see English Appendix 1) Pupils should be taught	conjunctions (when, if, that, or	Twit and a letter of apology from Mr Twit to
	to:	because) and some co-	Muggle-Wump.
	spell by:		waggie-wamp.
	 segmenting spoken words into phonemes and 	ordinating conjunctions (or,	
	representing these by graphemes, spelling many	and, or but).	Analysis of example (teacher written or
	correctly	***I can use sentences with	author's voice); practise skills and use them
	 learning new ways of spelling phonemes for which one 	different forms: statement,	in context; plan using Mighty Writers
	or more spellings are already known, and learn some	question, exclamation,	planning templates and share ideas;
	words with each spelling, including a few common	command.	complete their piece of writing using
	homophones	WGD: I am beginning to proof	previously taught skills with the aid of
	distinguishing between homophones and near-	read to check for errors in	planning templates; proof-read and edit
	homophones	spelling, grammar and	work using editing pens with support from
	Composition:	punctuation.	teacher and peers; write an independent
	Pupils should be taught to:		version using previously taught skills.
	develop positive attitudes towards and stamina for writing		
	by:		
	 writing for different purposes 		
	consider what they are going to write before beginning by:		
	 planning or saying out loud what they are going to write 		
	about		
	 writing down ideas and/or key words, including new 		
	vocabulary		
	vocabulary		

	 encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their 		
	own writing by:		
	 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]		
	Writing		
	Vocabulary, Grammar and Punctuation:		
	Pupils should be taught to:		
	develop their understanding of the concepts set out by:		
	 learning how to use both familiar and new punctuation 		
	correctly, including full stops, capital letters,		
	exclamation marks, question marks,		
	learn how to use:		
	• sentences with different forms: statement, question,		
	exclamation, command		
	 the present and past tenses correctly and consistently 		
	including the progressive form		
	 subordination (using when, if, that, or because) and co- 		
	ordination (using or, and, or but)		
	S&L:		
	 articulate and justify answers, arguments and opinions 		
5	Handwriting WA/ <u>GD</u> :	*I can use the past tense mostly	Newspaper Report
	 form lower-case letters of the correct size relative to one 	correctly and consistently.	
	another	**I can use subordination	Text: The Twits
	 start using some of the diagonal and horizontal strokes 	(using when, if, that, or	Activity: Children to report on the wild
	needed to join letters and understand which letters,	because) and co-ordination	animals attacking The Twits.
	when adjacent to one another, are best left unjoined	(using or, and, or but).	Newspaper report: A strange bird found in
		*** I can use commas for lists.	the local area (Roly-Poly Brid)

I	•	write	capital	letters	and	digits	of	the	corre	ct	siz	e,
		orient	ation a	nd relat	tionsl	hip to	one	e an	other	an	d ·	to
		lower	case let	ters								
ı							C1					

 use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning to spell common exception words
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

			<u> </u>
	develop their understanding of the concepts set out by:		
	 learning how to use both familiar and new punctuation 		
	correctly, including full stops, capital letters,		
	exclamation marks, question marks, commas for lists		
	learn how to use:		
	 expanded noun phrases to describe and specify [for 		
	example, the blue butterfly]		
	 subordination (using when, if, that, or because) and co- 		
	ordination (using or, and, or but)		
	 the grammar for year 2 in English Appendix 2 		
	S&L:		
	 use relevant strategies to build their vocabulary 		
	articulate and justify answers, arguments and		
	opinions		
	give well-structured descriptions, explanations and		
	narratives for different purposes, including for		
	expressing feelings		
6	Handwriting WA/ <u>GD</u> :	*I have developed a positive	<u>Poetry</u>
	Pupils should be taught to:	attitude towards writing by	
	 start using some of the diagonal and horizontal strokes 	writing poetry.	Text: The Twits
	needed to join letters and understand which letters,	**I can use expanded noun	
	when adjacent to one another, are best left unjoined	phrases with appropriate	Activity: Children to write an acrostic poem
	 use spacing between words that reflects the size of the 	adjectives to express meaning.	based on the characters from the Twits.
	letters.	***I can read aloud what I	Children to select their own Characters for
	Spelling (see English Appendix 1) Pupils should be taught	have written with intonation to	their independent write.
	to:	make the meaning clear.	Mr Twit or Mrs Twit to be used for Mighty
	spell by:	WGD: I can include adverbs to	
	segmenting spoken words into phonemes and	describe where, when and	Writer.
	representing these by graphemes, spelling many	how.	
	Composition:		
	Pupils should be taught to:		Analysis of example (teacher written or
	develop positive attitudes towards and stamina for writing		author's voice); practise skills and use them
	by:		in context; plan using Mighty Writers
	writing poetry		planning templates and share ideas;
	consider what they are going to write before beginning by:		complete their piece of writing using
	consider what they are going to write before beginning by.		
			previously taught skills with the aid of

 planning or saying out loud what they are going to write 	planning templates; proof-read and edi
<mark>about</mark>	work using editing pens with support fr
 writing down ideas and/or key words, including new 	teacher and peers; write an independer
<mark>vocabulary</mark>	version using previously taught skills.
 encapsulating what they want to say, sentence by 	
<mark>sentence</mark>	
make simple additions, revisions and corrections to their	
own writing by:	
 evaluating their writing with the teacher and other 	
<mark>pupils</mark>	
 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.	
Writing	
Vocabulary, Grammar and Punctuation:	
Pupils should be taught to:	
develop their understanding of the concepts set out by:	
learn how to use:	
 expanded noun phrases to describe and specify [for 	
example, the blue butterfly]	
 some features of written Standard English 	
S&L:	
 listen and respond appropriately to adults and their 	
peers	
 use relevant strategies to build their vocabulary 	
 maintain attention and participate actively in 	
collaborative conversations, staying on topic and	
initiating and responding to comments	
 use spoken language to develop understanding 	
through speculating, hypothesising, imagining and	
exploring ideas	

		 speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others
Vocabulary:	apostrop Text spe	inology: noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) he, comma. cific: narrative, plot, characters, problem, resolution, setting, diary, first person, letter, formal, informal, apology, complaint, instruction, d, statement, description, appearance, personality.



Subject English – Year 2 Autumn 2 MTP Covered once/ Covered twice / Revisited/ S&LY2

	Sp	elling and handwriting practice to take place daily.	TEXT: Charlie and the	Chocolate Factory
National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline

WA/GD

Handwriting:

Handwriting targets will be repeated during daily handwriting sessions

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught to:

Spelling targets will be repeated during daily phonics sessions

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Handwriting WA/GD:

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

 learning the possessive apostrophe (singular) [for example, the girl's book]

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

*I can use capital letters and full stops correctly in most sentences.

**I can use expanded noun phrases to describe and specify.
***I can use some subordinating conjunctions (when, if, that, or because) and some co-ordinating conjunctions (or, and, or but).

WGD: I can use apostrophes

for possession.

Character Descriptions

Activity: Children to describe a range of characters within the story.

Composition targets will be repeated during weekly planning and editing sessions

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 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.

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and (singular)

learn how to use:

- expanded noun phrases to describe and specify [for example, the blue butterfly]
- subordination (using when, if, that, or because) and coordination (using or, and, or but)

S&L:

- listen and respond appropriately to adults and their peers
- use relevant strategies to build their vocabulary
- gain, maintain and monitor the interest of the listener(s)

Handwriting WA/GD:

Pupils should be taught to:

 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spelling (see English Appendix 1) Pupils should be taught to:

spell by:

- learning to spell more words with contracted forms
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary

*I can use expanded noun phrases to describe and specify, correctly punctuating them with commas.

- **I can use adverbs to describe where, when and how.
- ***I can use apostrophes for contraction.

WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

Writing Genre: Setting Description

Activity: Children to describe Charlie's house. Children will describe the outside of the factory and also imagine what inside could be.

Use all senses when creating descriptions and use editing skills to up-level vocabulary choices.

Analysis of example (teacher written or author's voice); practise skills and use them in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from

• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in discussing their writing.

S&L:

Pupils should be taught to:

- listen and respond appropriately to adults and their
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

encapsulating what they want to say, sentence by

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other
- 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 1

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms

learn how to use:

 expanded noun phrases to describe and specify [for example, the blue butterfly]

S&L:

- use relevant strategies to build their vocabulary
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

gain, maintain and monitor the interest of the listener(s)

Handwriting WA/GD:

- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught spell by:

(when, if, that, or because) and

Narrative

Activity: Children to write their own narratives focusing on Charlie finding the golden ticket. (alternative version of events and/or new setting, characters or problem).

teacher and peers; write an independent

version using previously taught skills.

Analysis of example (teacher written or author's voice); practise skills and use them

*I can use question marks and exclamation marks correctly in

some sentences.

**I can use expanded noun

phrases to describe and specify.

***I can use some

subordinating conjunctions

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- 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]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

develop their understanding of the concepts set out by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

some co-ordinating conjunctions (or, and, or but).

WGD: I am beginning to proof read to check for errors in spelling, grammar and punctuation.

in context; plan using Mighty Writers planning templates and share ideas; complete their piece of writing using previously taught skills with the aid of planning templates; proof-read and edit work using editing pens with support from teacher and peers; write an independent version using previously taught skills.

			<u> </u>
	• use and understand the grammatical terminology in		
	discussing their writing.		
	S&L:		
	• gain, maintain and monitor the interest of the		
	listener(s)		
	consider and evaluate different viewpoints, attending		
	to and building on the contributions of others		
	• select and use appropriate registers for effective		
	communication.		
4	Handwriting WA/ <u>GD</u> :	*I can use question marks and	<u>Letters</u>
	<u>start using some of the diagonal and horizontal strokes</u>	exclamation marks correctly in	
	needed to join letters and understand which letters,	some sentences.	Activity: Children to write a formal letter to
	when adjacent to one another, are best left unjoined	**I can use some subordinating	Willy Wonka to say Thank you for getting a
	Spelling (see English Appendix 1) Pupils should be taught	conjunctions (when, if, that, or	Golden ticket.
	to:	because) and some co-	A letter to Charlie replying to his letter.
	spell by:	ordinating conjunctions (or,	
	 segmenting spoken words into phonemes and 	and, or but).	Analysis of example (teacher written or
	representing these by graphemes, spelling many	***I can use sentences with	author's voice); practise skills and use them
	correctly	different forms: statement,	in context; plan using Mighty Writers
	 learning new ways of spelling phonemes for which one 	question, exclamation,	planning templates and share ideas;
	or more spellings are already known, and learn some		complete their piece of writing using
	words with each spelling, including a few common	command.	
	<mark>homophones</mark>	WGD: I am beginning to proof	previously taught skills with the aid of
	 distinguishing between homophones and near- 	read to check for errors in	planning templates; proof-read and edit
	homophones	spelling, grammar and	work using editing pens with support from
	Composition:	punctuation.	teacher and peers; write an independent
	Pupils should be taught to:		version using previously taught skills.
	develop positive attitudes towards and stamina for writing		
	by:		
	 writing for different purposes 		
	consider what they are going to write before beginning by:		
	 planning or saying out loud what they are going to write 		
	about		
	 writing down ideas and/or key words, including new 		
	vocabulary		

5	 encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: 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] Writing Vocabulary, Grammar and Punctuation: Pupils should be taught to: develop their understanding of the concepts set out by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, learn how to use: sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) S&L: articulate and justify answers, arguments and opinions Handwriting WA/GD: form lower-case letters of the correct size relative to one another 	*I can use the past tense mostly correctly and consistently. **I can use subordination	Non-Chronological report Text: Charlie and the Chocolate
	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	(using when, if, that, or because) and co-ordination (using or, and, or but). *** I can use commas for lists.	Activity: Children to report on Willy Wonka's Factory. Children to report on how we make chocolate and where it comes from.

_	
	 write capital letters and digits of the correct size,
	orientation and relationship to one another and to
	lower case letters
	• use spacing between words that reflects the size of the

Spelling (see English Appendix 1) Pupils should be taught

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning to spell common exception words
- add suffixes to spell longer words, including -ment, ness, -ful, -less, -ly

Composition:

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

WGD: I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

	develop their understanding of the concepts set out by:		
	 learning how to use both familiar and new punctuation 		
	correctly, including full stops, capital letters,		
	exclamation marks, question marks, commas for lists		
	learn how to use:		
	 expanded noun phrases to describe and specify [for 		
	example, the blue butterfly]		
	 subordination (using when, if, that, or because) and co- 		
	ordination (using or, and, or but)		
	 the grammar for year 2 in English Appendix 2 		
	S&L:		
	 use relevant strategies to build their vocabulary 		
	 articulate and justify answers, arguments and 		
	opinions		
	 give well-structured descriptions, explanations and 		
	narratives for different purposes, including for		
	expressing feelings		
6	Handwriting WA/GD:	*I have developed a positive	Poetry
3	Pupils should be taught to:	attitude towards writing by	i ocu j
		writing poetry.	
	 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, 		
	when adjacent to one another, are best left unjoined	**I can use expanded noun	
		phrases with appropriate	Activity: Children to write an acrostic poem
	 use spacing between words that reflects the size of the letters. 	adjectives to express meaning.	based on the characters from the text.
		***I can read aloud what I	Children to select their own Characters for
	Spelling (see English Appendix 1) Pupils should be taught	have written with intonation to	their independent write.
	to:	make the meaning clear.	Charlie to be used for Mighty Writer.
	spell by:	WGD: I can include adverbs to	<u> </u>
	 segmenting spoken words into phonemes and 	describe where, when and	
	representing these by graphemes, spelling many	how.	Analysis of symposis (top shape written an
	Composition:		Analysis of example (teacher written or
	Pupils should be taught to:		author's voice); practise skills and use them
	develop positive attitudes towards and stamina for writing		in context; plan using Mighty Writers
	by:		planning templates and share ideas;
	 writing poetry 		complete their piece of writing using
	consider what they are going to write before beginning by:		previously taught skills with the aid of
			planning templates; proof-read and edit

 planning or saying out loud what they are going to write 	work using editing pens with su
<mark>about</mark>	teacher and peers; write an inde
 writing down ideas and/or key words, including new 	version using previously taught
vocabulary	
 encapsulating what they want to say, sentence by 	
sentence	
make simple additions, revisions and corrections to their	
own writing by:	
• 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.	
Writing	
Vocabulary, Grammar and Punctuation:	
Pupils should be taught to:	
develop their understanding of the concepts set out by:	
learn how to use:	
 expanded noun phrases to describe and specify [for 	
example, the blue butterfly]	
 some features of written Standard English 	
S&L:	
 listen and respond appropriately to adults and their 	
peers	
 use relevant strategies to build their vocabulary 	
 maintain attention and participate actively in 	
collaborative conversations, staying on topic and	
initiating and responding to comments	
 use spoken language to develop understanding 	
through speculating, hypothesising, imagining and	
exploring ideas	

	 speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others 		
Vocabulary:	NC terminology: noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma. Text specific: narrative, plot, characters, problem, resolution, setting, diary, first person, letter, formal, informal, apology, complaint, instruction, command, statement, description, appearance, personality.		