

#### Year 2

#### Grammatical Terminology to teach

noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma

#### Autumn 1 **Supporting** Spelling: Punctuation: Oracy: Transcription: Grammar: Composition: Writing text/s: outcomes: know vowels • form consistently Planning: sentences lower-case and consonants with different use fullstops. planning or • Recount capital letters saying out loud letters of the forms:statemen telling of a what they are historical story segmenting t, question, correctly correct size spoken words exclamation, going to write relative to one into phonemes command about • another Diary entry and representing • the present Drafting: write capital Non-chron. • writing down these by and past tenses letters and report about a graphemes, correctly and ideas and/or digits of the historical event spelling many keywords, correct size, consistently including new correctly including the orientation and •Poetry vocabulary • relationship to progressive nature inspired • learning new one another form encapsulating ways of Nationa what they want and to **Poetry** spelling subordination to say, sentence lower-case phonemes for (using when, or by sentence letters which 1 or because) and Spelling more spellings coordination Editing: • use spacing overview between words are already evaluating (using or, and, their writing that reflects the known or but) with the size of the spelling teacher letters high-frequency words mostly



• ap rule guic App set o Hon	pply spelling s and delines from bendix 1, as out in the ne Learning rview		Autur	mn 2			
• kn diffe betwown constitutions of the second into and representations of the second into an analysis of the seco	now the form of the presenting see by sohemes, lling many rectly so of lling onemes for ch 1 or re spellings already	esentences with different forms:statemen forms:statemen forms:statemen forms:statemen forms:statemen forms:statemen forms:statemen formand formand formand formand formation for	• consistently use fullstops, capital letters correctly	Oracy:	Composition:  Planning: • planning or saying out loud what they are going to write about •  Drafting: • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence  Editing: • evaluating their writing with the teacher	Transcription:  • 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  • use spacing between words that reflects the size of the letters	Writing outcomes:  • Information text - labels, lists and captions  •Character description -  •villain Folk tale - write the ending



	learn some words with each spelling, including a few common homophones  • spelling high-frequency words mostly correctly  • add suffixes to spell longer words, including —ment, —ness, —ful, —less, —ly  • apply spelling rules and guidelines from Appendix 1, as set out in the Home Learning overview	• sentence demarcation			• rereading to check that their writing makes sense	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far		
	Spring 1							
Febre Ste Was Harriet	Spelling:  • know the difference between vowels and consonants	• sentences with different forms:statemen t, question, exclamation, command	<ul> <li>consistently use fullstops, capital letters correctly</li> <li>correctly using</li> </ul>	Oracy:	Composition:  Planning: • planning or saying out loud what they are going to write	Transcription:  • form lower-case letters of the correct size relative to one	Writing outcomes:  • Persuasive letter - formal  •Recount -	



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		• the present	exclamation	about •	another	personal story
Harrist Tuberan	• segmenting	and past tenses	marks and			p 0.00a 000.y
Hawaii Turman	spoken words	correctly and	question marks	Drafting:	• start using	•Poetry -
	into phonemes	consistently	question marks	• writing down	some of the	similes
	and	including the		ideas and/or	diagonal and	Sirrines
	representing	progressive		keywords,	horizontal	
	1 '	form		1	strokes needed	
	these by	IOIIII		including new		
	graphemes,			vocabulary •	to join letters	
	spelling most	•subordination		encapsulating	and	
	correctly	(using when,		what they want	understand	
		if,that, or		to say, sentence	which letters,	
	• learning new	because)		by sentence	when adjacent	
	ways of				to one another,	
	spelling	• some		Editing:	are best left	
	phonemes for	features of		• evaluating	unjoined	
	which 1 or	written		their writing		
	more spellings	Standard		with the	<ul> <li>write capital</li> </ul>	
	are already	English		teacher and	letters and	
	known, and			other pupils	digits of the	
	learn some	<ul><li>expanded</li></ul>			correct size,	
	words with	noun phrases		<ul> <li>rereading to</li> </ul>	orientation and	
	each spelling,	to describe and		check that their	relationship to	
	including a few	specify		writing makes	one another	
	common			sense	and to	
	homophones	<ul> <li>suffixes to</li> </ul>			lower-case	
	·	form new		<ul> <li>proofreading</li> </ul>	letters	
	• spelling	words (-ful,		to check for		
	high-frequency	-er,-ness)		errors in	• use spacing	
	words correctly			spelling,	between words	
	1	• sentence		grammar and	that reflects the	
	• learning to	demarcation		punctuation,	size of the	
	spell common			using the	letters	
	exception			Brecknock		
	words			Marking code	• write from	
					memory simple	
	• add suffixes			• read aloud	sentences	
	to spell longer			what they have	dictated by the	
	words,			written with	teacher that	
	1 .70.03,	1		*************************************		



-ful, -  • appl rules a guidel Apper set ou	t, -ness, -less, -ly  ly spelling and lines from ndix 1, as ut in the e Learning	Spri	ing 2	appropriate intonation to make the meaning clear	include words using the GPCs, common exception words and punctuation taught so far	
	Т		T		<u> </u>	
spoke into pland represented these graphers spelling correct spelling spelling correct spelling spelli	with different forms:statement, question, exclamation, command on ants  enementing en words whonemes  senting by before nouns  senting by enemes, and most correctly and consistently including the progressive form  enemes for with different forms:statement, question, exclamation, command  • begin to use a and an correctly before nouns  • the present and past tenses correctly and consistently including the progressive form  • subordination (using when, or	correctly  • using familiar and learning how to use new punctuation correctly - commas for lists	Oracy:	Composition:  Planning:  planning or saying out loud what they are going to write about •  Drafting:  writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence  Editing:  evaluating their writing	Transcription:  • 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	Writing outcomes:  • Fact file  •Speech  •WBD narrative



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more	spellings	coordination		with the	• write capital	
are al		(using or, and,		teacher and	letters and	
know	n, and	or but)		other pupils	digits of the	
learn	some				correct size,	
words	s with	• some		<ul> <li>rereading to</li> </ul>	orientation and	
each	spelling,	features of		check that	relationship to	
	ding a few	written		verbs to	one another	
comn	-	Standard		indicate time	and to	
homo	phones	English		are used	lower-case	
		_		correctly and	letters	
• spe	lling	<ul><li>commas in</li></ul>		consistently,		
high-	frequency	lists		including verbs	<ul><li>use spacing</li></ul>	
words	s correctly			in the	between words	
		<ul><li>apostrophes</li></ul>		continuous	that reflects the	
	ning to	for omission &		form	size of the	
	common	singular			letters	
excep		possession		<ul><li>proofreading</li></ul>	_	
words	5			to check for	• write from	
	_			errors in	memory simple	
	nguishing			spelling,	sentences	
between				grammar and	dictated by the	
	phones			punctuation,	teacher that	
and				using the	include words	
	nomopho			Brecknock	using the	
nes				Marking code	GPCs, common	
					exception	
	ning the			• read aloud	words and	
posse				what they have	punctuation	
	rophe			written with	taught so far	
(singl	ılar)			appropriate		
				intonation to		
	ning to			make the		
	words			meaning clear		
1	contracted					
forms	•					
	المحالات ا					
• app	ly spelling					
rules	ariu					



	guidelines from Appendix 1, as set out in the Home Learning overview						
			Sum	mer 1			
ROALD DAHLS REVOLTING RHYMES Hansel & Great	Spelling:  • know the difference between vowels and consonants  • segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly  • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling,	sentences with different forms:statemen t, 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)      expanded noun phrases to describe and specify      begin to use a	consistently use fullstops, capital letters correctly      using familiar and learning how to use new punctuation correctly - commas for lists	Oracy:	Composition:  Planning: • planning or saying out loud what they are going to write about •  Drafting: • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence  Editing: • evaluating their writing with the teacher and other pupils • rereading to check that	Transcription:  • 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	Writing outcomes:  • Biography  •Letter  •Traditional tale  •Poetry - assonance



learning the possessive apostrophe (singular)      add suffixes to spell longer words, including —ment, —ness, —ful, —less, —ly      apply spelling rules and guidelines from Appendix 1, as set out in the Home Learning overview		Sumr	nor 2	using the Brecknock Marking code  • read aloud what they have written with appropriate intonation to make the meaning clear	include words using the GPCs, common exception words and punctuation taught so far	
including a few common homophones  • learning to spell common exception words  • distinguishing between homophones and near-homophones nes	correctly before nouns  • suffixes to form new words (-ful, -er,-ness)			verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation,	one another and to lower-case letters  • use spacing between words that reflects the size of the letters  • write from memory simple sentences dictated by the teacher that	



Austra Blake Austrage ON WHEELS  CYCLE CITY  CITY  CONTROL  CONTRO	Spelling:  • know the difference between vowels and consonants  • segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly  • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones	sentences with different forms:statemen t, 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)      expanded noun phrases to describe and specify      commas in lists      apostrophes for omission & singular.	consistently use fullstops, capital letters correctly      use a and an correctly before nouns      using familiar and learning how to use new punctuation correctly - commas for lists and apostrophes for contracted forms and the possessive (singular)	Oracy:	Planning:  • planning or saying out loud what they are going to write about •  Drafting:  • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence  Editing:  • evaluating their writing with the teacher and other pupils  • rereading to check that verbs to indicate time are used correctly and consistently, including verbs in the	• 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	Writing outcomes:  • Setting description  •Humorous story
					consistently,		



•distinguishing between homophones and near-homophones es and near-homophones      • learning to spell more words with contracted forms      • apply spelling rules and guidelines from Appendix 1, as set out in the Home Learning overview		to check for errors in spelling, grammar and punctuation, using the Brecknock Marking code  • read aloud what they have written with appropriate intonation to make the meaning clear	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
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