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| Class 2 2023-2024 Year 2, 3 and 4 |
| A | B | C | D | E | F |
| Vehicle Texts |
| The Iron Man | Fox | Rhythm of the Rain | Jemmy Button | Egyptology | Into the Forest |
| Writing Outcome & Writing Purpose |
| Narrative: Approach Threat Narrative Purpose: To narrate | Narrative: Fable Narrative Purpose: To narrate | Narrative: Setting Narrative Purpose: To narrate | Narrative: Return Narrative Purpose: To narrate | Narrative: Egyptian Mystery Narrative Purpose: To narrate | Narrative: Lost Narrative Purpose: To narrate |
| Explanation: Trap Explanation Purpose: To explain | Information: Foxes Information Report Purpose: To inform | Recount: River Information Leaflet Purpose: To inform | Information: Letters Purpose: To recount | Information: Secret Diary Purpose: To recount | Recount: Newspaper Report Purpose: To recount |
| Grammar: Word |
| Year 2Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es | Year 2Build on previous units & focus on:Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less | Year 2Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs  | Year 2Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs | Year 2Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs | Year 2Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs |
| Year 3Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'  | Year 3Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly  | Year 3Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel  | Year 3Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning | Year 3Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning | Year 3Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning |
| Year 4Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)  | Year 4Build on previous year & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was) | Year 4Build on previous units & focus on: Grammatical difference between plural and possessive -s  | Year 4Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)  | Year 4Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s  | Year 4Build on previous units & focus on: Verb inflections (we were instead of we was) |
| Grammar: Sentence |
| Year 2Build on previous year & focus on:Subordination (using when, if, that, because)Co-ordination (or, and, but)Expanded Noun Phrases for description and specificationLearn that the grammatical patterns in a sentence indicate its function as a question or command | Year 2Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification | Year 2Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command | Year 2Build on previous units & focus on:Learn that the grammatical patterns in sentence indicates its function as a question and an exclamationExpanded Noun Phrases for description and specification | Year 2Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement. | Year 2Build on previous units & focus on:Subordination (using when, if, that, because)Co-ordination (or, and, but)Sentence indicates its function as an exclamation.Expanded Noun Phrases for description and specification |
| Year 3Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification | Year 3Build on previous units & focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although | Year 3Build on previous units & focus on:Noun phrases expanded by the addition of modifying adjectives, nouns and prepositionsFronted adverbialsDeveloping the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so’ | Year 3Build on previous units & focus on:Expressing time, place and cause using prepositions e.g. before, after, during, in, because, ofExpressing time, place and cause using adverbs e.g. then, next, soon, thereforeUse a wider range of conjunctions, e.g. when, if, because, although | Year 3Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)  | Year 3Build on previous units & focus on:Expressing time, place and cause using adverbs e.g. then, next, soon, thereforeExpressing time, place and cause using prepositions e.g. before, after, during, in, because of |
| Year 4Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Year 4Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials | Year 4Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Year 4Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Year 4Build on previous units & focus on: Fronted adverbials  | Year 4Build on previous units & focus on: Fronted adverbials  |
| Grammar Text |
| Year 2Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing  | Year 2Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing | Year 2Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing  | Year 2Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs  | Year 2Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing  | Year 2Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing  |
| Year 3Build on previous year & focus on:  | Year 3Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past  | Year 3Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past  | Year 3Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past  | Year 3Build on previous units & focus on: Headings and sub-headings to aid presentation | Year 3Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation  |
| Year 4Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)  | Year 4Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  | Year 4Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and sub headings  | Year 4Build on previous units & focus on: use adverbials and conjunctions for cohesion  | Year 4Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition  | Year 4Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme  |
| Grammar: Punctuation |
| Year 2Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns  | Year 2Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list  | Year 2Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)  | Year 2Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns | Year 2Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list  | Year 2Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list |
| Year 3Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list  | Year 3Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech  | Year 3Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list  | Year 3Build on previous units & focus on: Inverted commas to punctuate direct speech | Year 3Build on previous units & focus on: Inverted commas to punctuate direct speech  | Year 3Year 3Build on previous units & focus on: Inverted commas to punctuate direct speech |
| Year 4Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials | Year 4Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials  | Year 4Build on previous units & focus on: Apostrophes for possession (plural nouns)Use commas after fronted adverbials | Year 4Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials  | Year 4Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials | Year 4Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials |
| Terminology For Pupils |
| noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma determiner, pronoun, possessive pronoun, adverbial |