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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 2  Build 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 2  Build on previous units & focus on:  Use of the suffix –ly to turn adjectives into adverbs  Form adjectives using suffixes -ful and -less | Year 2  Build 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 2  Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs | Year 2  Build 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 2  Build 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 3  Build 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 3  Build 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 3  Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel | Year 3  Build 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 3  Build 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 3  Build 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 4  Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) | Year 4  Build 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 4  Build on previous units & focus on: Grammatical difference between plural and possessive -s | Year 4  Build 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 4  Build 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 4  Build on previous units & focus on: Verb inflections (we were instead of we was) |
| Grammar: Sentence | | | | | |
| Year 2  Build on previous year & focus on:  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Expanded Noun Phrases for description and specification  Learn that the grammatical patterns in a sentence indicate its function as a question or command | Year 2  Build 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 2  Build 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 2  Build on previous units & focus on:  Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation  Expanded Noun Phrases for description and specification | Year 2  Build 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 2  Build 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 3  Build 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 3  Build 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 3  Build on previous units & focus on:  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials  Developing 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 3  Build on previous units & focus on:  Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of  Expressing time, place and cause using adverbs e.g. then, next, soon, therefore  Use a wider range of conjunctions, e.g. when, if, because, although | Year 3  Build 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 3  Build 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 4  Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Year 4  Build 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 4  Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Year 4  Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Year 4  Build on previous units & focus on: Fronted adverbials | Year 4  Build on previous units & focus on: Fronted adverbials |
| Grammar Text | | | | | |
| Year 2  Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing | Year 2  Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing | Year 2  Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing | Year 2  Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs | Year 2  Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing | Year 2  Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing |
| Year 3  Build on previous year & focus on: | Year 3  Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past | Year 3  Build 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 3  Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past | Year 3  Build on previous units & focus on: Headings and sub-headings to aid presentation | Year 3  Build 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 4  Build 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 4  Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Year 4  Build 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 4  Build on previous units & focus on: use adverbials and conjunctions for cohesion | Year 4  Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition | Year 4  Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme |
| Grammar: Punctuation | | | | | |
| Year 2  Build 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 2  Build 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 2  Build 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 2  Build 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 2  Build 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 2  Build 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 3  Reinforce 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 3  Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech | Year 3  Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list | Year 3  Build on previous units & focus on: Inverted commas to punctuate direct speech | Year 3  Build on previous units & focus on: Inverted commas to punctuate direct speech | Year 3  Year 3  Build on previous units & focus on: Inverted commas to punctuate direct speech |
| Year 4  Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials | Year 4  Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials | Year 4  Build on previous units & focus on: Apostrophes for possession (plural nouns)  Use commas after fronted adverbials | Year 4  Build 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 4  Build 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 4  Build 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 | | | | | |