

Class 2 - Year A					
<b>Fiction texts</b>	Adventure story Traction Man	Rags to riches story	Defeating the monster Little Red Riding Hood	Finding tale The Lost Scarf (Grammarsaurus)	Poetry Mindful poem (Grammarsaurus)
<b>Independent and purposeful writing opportunities</b>	The children will write their own Traction Man adventure focussing on tenses and punctuation	The children will write their own story with a focus on setting description.	The children will write their own version with a focus on character description	The children will write their own version with a focus on character actions	The children will write poetry while exploring their mental wellbeing
<b>Non-fiction texts</b>	Instructions How to defeat the dirty dishcloth - Grammarsaurus	Information text The British Isles	Recount Castle trip	Persuasive writing Advert for Milverton/Longny au Perche	Recount – diary entry Mary Anning
<b>Independent and purposeful writing opportunities</b>	The children will create their own instruction text focussing on an introduction	The children will create an information text based on their topic of learning with a focus on categorising information	The children will write a recount based on their school trip focussing on adverbs of time.	The children will write a persuasive advert based on their geography studies.	The children will write a diary entry linked to the significant individual they have studied.
Class 2 - Year B					
<b>Fiction texts</b>	Adventure story	Rags to riches story	Defeating the monster Red Riding Hood	Finding tale	Poetry Mindful poem (Grammarsaurus)
<b>Independent and purposeful writing opportunities</b>	The children will write their own Traction Man adventure focussing on tenses and punctuation	The children will write their own story with a focus on setting description.	The children will write their own version with a focus on character description	The children will write their own version with a focus on character actions	The children will write poetry while exploring their mental wellbeing
<b>Non-fiction texts</b>	Instructions How to put out the fire	Information text Mexico	Recount Trip	Persuasive writing Habitats - Come and Live in my home	Recount – diary entry Samuel Peyps
<b>Independent and purposeful writing opportunities</b>	The children will create their own instruction text focussing on an introduction	The children will create an information text based on their topic of learning with a focus on categorising information	The children will write a recount based on their school trip focussing on adverbs of time.	The children will write a persuasive advert based on their science studies.	The children will write a diary entry linked to the significant individual they have studied.
<b>Spoken language</b>	<ul style="list-style-type: none"> <li>● Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. <ul style="list-style-type: none"> <li>● Discuss the sequence of events in books and how items of information are related.</li> </ul> </li> <li>● Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <ul style="list-style-type: none"> <li>● Discuss his/her favourite words and phrases. <ul style="list-style-type: none"> <li>● Answer and ask questions.</li> </ul> </li> </ul> </li> </ul>				

	<ul style="list-style-type: none"> <li>● Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. <ul style="list-style-type: none"> <li>● Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.</li> </ul> </li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>● Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</li> <li>● 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. <ul style="list-style-type: none"> <li>● Spell most common exception words.</li> <li>● Spell most words with contracted forms.</li> </ul> </li> <li>● Spell by learning the possessive apostrophe (singular) e.g. the girl's book. <ul style="list-style-type: none"> <li>● Spell by distinguishing between homophones and near-homophones.</li> </ul> </li> <li>● Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.</li> <li>● Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly. <ul style="list-style-type: none"> <li>● Apply spelling rules and guidance, as listed in English Appendix 1.</li> </ul> </li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>● Form lower-case letters of the correct size relative to one another in some of his/her writing.</li> <li>● Form lower-case letters of the correct size relative to one another in most of his/her writing.</li> <li>● Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. <ul style="list-style-type: none"> <li>● Use the diagonal and horizontal strokes needed to join letters using cursive script.</li> <li>● Understand which letters, when adjacent to one another, are best left unjoined.</li> </ul> </li> <li>● Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. <ul style="list-style-type: none"> <li>● Use spacing between words that reflects the size of the letters.</li> </ul> </li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>● Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). <ul style="list-style-type: none"> <li>● Write poetry to develop positive attitudes toward and stamina for writing.</li> <li>● Write for different purposes to develop positive attitudes toward and stamina for writing.</li> </ul> </li> <li>● Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. <ul style="list-style-type: none"> <li>● Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.</li> <li>● Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</li> <li>● Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</li> </ul> </li> <li>● Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.</li> <li>● Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>● Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly. <ul style="list-style-type: none"> <li>● ☒ Read aloud what he/she has written with appropriate intonation to make the meaning clear.</li> </ul> </li> </ul>
<b>Terminology</b>	<b>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma</b>