

Year 2		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
		N	NF	N	NF	N	NF	N	NF	P	NF	N	NF	
		STARDUST	GRACE DARLING	THE BUILDING BOY	MEERKAT CHRISTMAS	GEORGE AND THE DRAGON	BOLD WOMEN IN BLACK HISTORY	THE CROWS TALE	HIBERNATION	DESK DIDDLE	HOW TO MAKE A BIRD FEEDER	WOMBAT GOES WALKABOUT	THE DAY THE CRAYONS QUIT	
WRITING COMPOSITION	Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).	✓		✓		✓	✓	✓				✓		
	Develop positive attitudes towards and stamina for writing by writing about real events.		✓		✓		✓		✓		✓	✓	✓	
	Develop positive attitudes towards and stamina for writing by writing poetry.									✓				
	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Consider what they are going to write before beginning by 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read aloud what they have written with appropriate intonation to make the meaning clear.	Covered via our choral speaking curriculum.													

WORD	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]					✓	✓						
	Formation of adjectives using suffixes such as –ful, –less		✓	✓			✓						✓
	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	✓		✓			✓		✓		✓		
SENTENCE	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	✓	✓	✓	✓	✓		✓			✓		✓
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	✓	✓	✓	✓	✓		✓	✓		✓		✓
TEXT	Correct choice and consistent use of present tense and past tense throughout writing	✓	✓	✓		✓		✓	✓	✓		✓	✓
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]		✓	✓	✓	✓				✓			
PUNCTUATION	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	✓	✓	✓		✓	✓	✓	✓			✓	✓
	Commas to separate items in a list		✓	✓	✓			✓					
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	✓	✓	✓	✓			✓					