Year 2
English Curriculum

Welholme
Academy

Table of Contents

Story

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was… They were… It happened… Simple connectives and, but, then, so, when link causes Speech – like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, never, now, tomorrow, finally, conclusion, ultimately, to conclude, to summarise. Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, truthfully.	**Noun** Form nouns using suffixes and compounding. Expand noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/Conjunctions** Subordination – when, if, that, because co-ordination – or, and, but **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjectives to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Instructions

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A goal is outlined - a statement about what is to be achieved.

Written in sequenced steps to achieve the goal.

Diagrams and illustrations are used to make the process clearer. | Imperative verbs are used to begin sentences.

Use simple adverbs e.g. slowly, quickly.

Use simple noun phrases e.g. long stick | First of all

To start with

Firstly

Lastly

Finally

Carefully

Gently

Slowly

Softly | **Noun**
Form nouns using suffixes and compounding.
Expand noun phrases for description.
Add 'es' to nouns.

Verbs
Progressive form of verbs in the past and present tense.
Add 'es', 'ed' and 'ing' to verbs.

Adjectives
Add 'er' and 'est' to adjectives where no change is needed to root word.

Connectives/Conjunctions
Subordination – when, if, that, because
co-ordination – or, and, but

Tense
Correct and consistent use of past and present tense.

Adverbs
'ly' added to adjectives to form adverb. | Use spaces that reflect the size of the letters.

Use full stops correctly.

Use question marks correctly.

Use exclamation marks correctly.

Use capital letters correctly.

Apostrophes for contractions.

Possessive apostrophes for singular nouns.

Commas to separate items in lists. |

Recount

Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the past tense e.g. I went… I saw… Main ideas rgansied in groups. Ideas organized in chronological order using connectives that signal time.	Subject/ verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large, tiger	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect	**Noun** Form nouns using suffixes and compounding. Expand noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/Conjunctions** Subordination – when, if, that, because co-ordination – or, and, but **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjectives to form adverb.

Non – Chronological Reports

Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the appropriate tense. E.g. Sparrow's nest… Dinosaurs were… Main ideas organized in groups.	Subject/ verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large, tiger	They like to They can It can Like many I am going to There are two sorts of They live in They __ have but the __ have __	**Noun** Form nouns using suffixes and compounding. Expand noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/Conjunctions** Subordination – when, if, that, because co-ordination – or, and, but **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjectives to form adverb.

Biography

Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the past tense e.g. He went… She travelled… Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Subject/ verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large, tiger	As a child… As a teenager… At a young age… Many years later… One of the interesting things about… was… In my view… His/her life was… I believe… He/she was… He/she became…	**Noun** Form nouns using suffixes and compounding. Expand noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/Conjunctions** Subordination – when, if, that, because co-ordination – or, and, but **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjectives to form adverb.

Letters

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Subject/verb sentences e.g. I think… We want… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	And, then, but, so, when. Dear Mr, Mrs… Dear Sir, Madam… Your sincerely Yours faithfully Later Afterwards After that Eventually I would like to… We felt…	**Noun** Form nouns using suffixes and compounding. Expand noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/Conjunctions** Subordination – when, if, that, because co-ordination – or, and, but **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjectives to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Persuasion

Text structures	Sentences	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.

Written in the present tense.

Main ideas organised in groups. | Subject/verb sentences e.g. He was… They were… It happened…

Some modal verbs introduced e.g. would, could, should.

Use simple adverbs e.g. yesterday, today

Use simple noun phrases e.g. red shoes

Use rhetorical questions

Uses ambitious adjectives to grab the reader's attention. | The biggest

The greatest

The longest

The tallest

I think that

I believe that

Extraordinary

Remarlable | **Noun**
Form nouns using suffixes and compounding.
Expand noun phrases for description.
Add 'es' to nouns.

Verbs
Progressive form of verbs in the past and present tense.
Add 'es', 'ed' and 'ing' to verbs.

Adjectives
Add 'er' and 'est' to adjectives where no change is needed to root word.

Connectives/Conjunctions
Subordination – when, if, that, because
co-ordination – or, and, but

Tense
Correct and consistent use of past and present tense.

Adverbs
'ly' added to adjectives to form adverb. | Use spaces that reflect the size of the letters.

Use full stops correctly.

Use question marks correctly.

Use exclamation marks correctly.

Use capital letters correctly.

Apostrophes for contractions.

Possessive apostrophes for singular nouns.

Commas to separate items in lists. |

Balanced Argument

Text structures	Sentences	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written with an impersonal style. Main ideas organised in groups.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, last week. Use simple noun phrases e.g. angry mum Use rhetorical questions Uses ambitious adjectives to grab the reader's attention.	I am going to… In fact… It seems… To sum this up… The opposite view of this is… Not everyone agrees with this…	**Noun** Form nouns using suffixes and compounding. Expand noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/Conjunctions** Subordination – when, if, that, because co-ordination – or, and, but **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjectives to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Newspaper

Text structures	Sentences	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the present tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today Use simple noun phrases e.g. red shoes	It was a terrible… The scene was… Many passers by… Some children were… Shocking Awful Amazing Incredible Afterwards	**Noun** Form nouns using suffixes and compounding. Expand noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/Conjunctions** Subordination – when, if, that, because co-ordination – or, and, but **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjectives to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.