

**Year 2**

**Autumn Term Overview**

<p><b>Autumn 1 Fiction: Twisted Tales</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> KS1 Children  <b>Form:</b> Narrative</p>	<p><b>Autumn 1 Non-Fiction: Instructions</b>  <b>Purpose:</b> To inform  <b>Audience:</b> Children playing the games  <b>Form:</b> Instructions</p>	<p><b>Autumn 2 Fiction: Dragon stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Autumn 2 Non-Fiction: Persuasion</b>  <b>Purpose:</b> To persuade  <b>Audience:</b> People choosing materials  <b>Form:</b> Persuasive advert</p>
<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write sentences about things I have done and things that others have done.</li> <li>• I can write for different purposes, writing long and short pieces of work.</li> <li>• I can write for different purposes, using ideas and language from things I have read.</li> <li>• I can plan my writing by writing down my ideas or talking about them.</li> <li>• I can plan my writing by writing down ideas and/or key words and new vocabulary.</li> <li>• I can plan my writing by writing down ideas and/or</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write sentences about things I have done and things that others have done.</li> <li>• I can write for different purposes, writing long and short pieces of work.</li> <li>• I can write for different purposes, using ideas and language from things I have read.</li> <li>• I can plan my writing by writing down my ideas or talking about them.</li> <li>• I can plan my writing by writing down my ideas or talking about them.</li> <li>• I can plan my writing by writing down my ideas or talking about them for each sentence.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write sentences about things I have done and things that others have done.</li> <li>• I can write for different purposes, writing long and short pieces of work.</li> <li>• I can write for different purposes, using ideas and language from things I have read.</li> <li>• I can plan my writing by writing down my ideas or talking about them.</li> <li>• I can plan my writing by writing down ideas and/or key words and new vocabulary.</li> <li>• I can plan my writing by writing down ideas and/or</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write sentences about things I have done and things that others have done.</li> <li>• I can write a long piece of text about a real event in one go.</li> <li>• I can write for different purposes, writing long and short pieces of work.</li> <li>• I can write for different purposes, using ideas and language from things I have read.</li> <li>• I can plan my writing by writing down my ideas or talking about them.</li> <li>• I can plan my writing by writing down ideas and/or key words and new vocabulary.</li> </ul>

<p>key words and new vocabulary.</p> <ul style="list-style-type: none"> <li>• I can change my writing and make corrections after I have spoken to a teacher or another child about it.</li> <li>• I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.</li> <li>• I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words.</li> <li>• I can read my work aloud with confidence using the tone of my voice to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• I can change my writing and make corrections after I have spoken to a teacher or another child about it.</li> <li>• I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.</li> <li>• I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words.</li> <li>• I can read my work aloud with confidence using the tone of my voice to make the meaning clear.</li> </ul>	<p>key words and new vocabulary.</p> <ul style="list-style-type: none"> <li>• I can change my writing and make corrections after I have spoken to a teacher or another child about it.</li> <li>• I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.</li> <li>• I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words.</li> <li>• I can read my work aloud with confidence using the tone of my voice to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan my writing by writing down my ideas or talking about them for each sentence.</li> <li>• I can change my writing and make corrections after I have spoken to a teacher or another child about it.</li> <li>• I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.</li> <li>• I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words.</li> <li>• I can read my work aloud with confidence using the tone of my voice to make the meaning clear.</li> </ul>
<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can add these letter groups to the end of words: -ly, -ment, -ness, -ful, -less e.g. smoothly.</li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can add these letter groups to the end of words: -ly, -ment, -ness, -ful, -less e.g. smoothly.</li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can add these letter groups to the end of words: -ly, -ment, -ness, -ful, -less e.g. smoothly.</li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can add these letter groups to the end of words: -ly, -ment, -ness, -ful, -less e.g. smoothly.</li> </ul>

<ul style="list-style-type: none"> <li>• I can use these words in my writing: when, if, that, because, or, but.</li> <li>• I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• I can tell if a sentence is a question, command, exclamation or a statement.</li> <li>• I can use capital letters and full stops to show where sentences start and end and sometimes use question marks.</li> <li>• I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.</li> <li>• I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present) apostrophe, comma.</li> <li>• Use the punctuation taught in KS1 mostly correctly</li> <li>• I can spell most common exception words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• I can use these words in my writing: when, if, that, because, or, but.</li> <li>• I can tell if a sentence is a question, command, exclamation or a statement.</li> <li>• I can use the correct tense in my writing.</li> <li>• I can use capital letters and full stops to show where sentences start and end and sometimes use question marks.</li> <li>• I can use commas when I am writing a list</li> <li>• I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present) apostrophe, comma.</li> <li>• Use the punctuation taught in KS1 mostly correctly</li> <li>• I can spell most common exception words correctly</li> <li>• I can use the diagonal and horizontal strokes needed to join some letters</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can make new words by adding -ness and -er at the end of a word.</li> <li>• I can make new words by putting two words together e.g. whiteboard, superman.</li> <li>• I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.</li> <li>• I can use these words in my writing: when, if, that, because, or, but.</li> <li>• I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• I can tell if a sentence is a question, command, exclamation or a statement.</li> <li>• I can use the correct tense in my writing.</li> <li>• I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting.</li> <li>• I can use apostrophes. I can use them to show where letters are</li> </ul>	<ul style="list-style-type: none"> <li>• I can make new words by adding -ness and -er at the end of a word.</li> <li>• I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.</li> <li>• I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.</li> <li>• I can use these words in my writing: when, if, that, because, or, but.</li> <li>• I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• I can tell if a sentence is a question, command, exclamation or a statement.</li> <li>• I can use question marks and exclamation marks appropriately.</li> <li>• I can use commas when I am writing a list</li> <li>• I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective,</li> </ul>
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## Spring Term Overview

<p><b>Spring 1 Fiction: African animal Stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> KS1 Children  <b>Form:</b> Narrative</p>	<p><b>Spring 1 Non-Fiction: Non-Chronological Report</b>  <b>Purpose:</b> To inform  <b>Audience:</b> People learning about African animals  <b>Form:</b> Leaflet</p>	<p><b>Spring 2 Fiction: Animal stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Spring 2 Non-Fiction: Informal letter writing</b>  <b>Purpose:</b> To inform  <b>Audience:</b> The Crayons  <b>Form:</b> Informal letter</p>
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**Summer Term Overview**

<p><b>Summer 1 Fiction: Adventure Stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Year 2 Children  <b>Form:</b> Narrative</p>	<p><b>Summer 1 Non-Fiction: Non-Chronological Report</b>  <b>Purpose:</b> To inform  <b>Audience:</b> People learning about famous explorers  <b>Form:</b> Fact File</p>	<p><b>Summer 2 Fiction: Pirate Stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Year 2 Children  <b>Form:</b> Narrative</p>	<p><b>Summer 2 Fiction: Non-Chronological report (webpage)</b>  <b>Purpose:</b> To inform  <b>Audience:</b> Ducklings  <b>Form:</b> Informative web page</p>
<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write for different purposes, writing long and short pieces of work.</li> <li>• I can write for different purposes, using ideas and language from things I have read.</li> <li>• I can plan my writing by writing down my ideas or talking about them.</li> <li>• I can plan my writing by writing down ideas and/or key words and new vocabulary.</li> <li>• I can plan my writing by writing down ideas and/or key words and new vocabulary.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write sentences about things I have done and things that others have done.</li> <li>• I can write a long piece of text about a real event in one go.</li> <li>• I can write for different purposes, writing long and short pieces of work.</li> <li>• I can write for different purposes, using ideas and language from things I have read.</li> <li>• I can plan my writing by writing down my ideas or talking about them.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write for different purposes, writing long and short pieces of work.</li> <li>• I can write for different purposes, using ideas and language from things I have read.</li> <li>• I can plan my writing by writing down my ideas or talking about them.</li> <li>• I can plan my writing by writing down ideas and/or key words and new vocabulary.</li> <li>• I can plan my writing by writing down ideas and/or key words and new vocabulary.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write sentences about things I have done and things that others have done.</li> <li>• I can write a long piece of text about a real event in one go.</li> <li>• I can write for different purposes, writing long and short pieces of work.</li> <li>• I can write for different purposes, using ideas and language from things I have read.</li> <li>• I can plan my writing by writing down my ideas or talking about them.</li> </ul>

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- I can make new words by putting two words together e.g. whiteboard, superman.
- I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.
- I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.
- I can use these words in my writing: when, if, that, because, or, but.
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- I can add these letter groups to the end of words: -ly, -ment, -ness, -ful, -less e.g. smoothly.
- I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.
- I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.
- I can use these words in my writing: when, if, that, because, or, but.
- I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.
- I can tell if a sentence is a question, command, exclamation or a statement.
- I can use the correct tense in my writing.
- I can use question marks and exclamation marks appropriately.
- I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command,

<p>past e.g. she is drumming, he was shouting.</p> <ul style="list-style-type: none"><li>• I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present) apostrophe, comma.</li><li>• Use the punctuation taught in KS1 mostly correctly</li><li>• I can spell most common exception words correctly</li><li>• I can use the diagonal and horizontal strokes needed to join some letters</li></ul>	<p>compound, suffix, adjective, adverb, tense (past, present) apostrophe, comma.</p> <ul style="list-style-type: none"><li>• Use the punctuation taught in KS1 mostly correctly</li><li>• I can spell most common exception words correctly</li><li>• I can use the diagonal and horizontal strokes needed to join some letters</li></ul>	<p>missing and to show possession e.g. the girl's hat.</p> <ul style="list-style-type: none"><li>• I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present) apostrophe, comma.</li><li>• Use the punctuation taught in KS1 mostly correctly</li><li>• I can spell most common exception words correctly</li><li>• I can use the diagonal and horizontal strokes needed to join some letters</li></ul>	<p>compound, suffix, adjective, adverb, tense (past, present) apostrophe, comma.</p> <ul style="list-style-type: none"><li>• Use the punctuation taught in KS1 mostly correctly</li><li>• I can spell most common exception words correctly</li><li>• I can use the diagonal and horizontal strokes needed to join some letters</li></ul>
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**Throughout the whole year:**

**Handwriting:**

- I can write lower-case letters that are all the same size in some of my writing.
- I can write lower-case letters that are all the same size in most of my writing.
- I can use the diagonal and horizontal strokes I need to join letters in some of my writing.
- I can use the diagonal and horizontal strokes I need to join letters.
- I know which letters, when they are next to one another, are best left unjoined.
- I can write capital letters and numbers the right way up, the correct size relative to each other and lower-case letters.
- I can use spacing between words that fits with the size of the letters.

**Grammar:**

- I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present) apostrophe, comma.

**Objectives highlighted in blue are those of Greater Depth Standard.**

**Spelling:**

- I can break down spoken words into their sounds and write them mostly correctly, and make good attempts at spelling words I do not know.
- I can learn new spellings by using words I already know how to spell.
- I can spell many common exception words.
- I can spell most common exception words.
- I can spell some words which have been shortened.
- I can spell words which use an apostrophe to show possession e.g. the girl's book.
- I can spell words that sound the same but are spelt differently e.g. buy by by.
- I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.
- I can use simple spelling rules.
- I can write the correct spellings and punctuation in simple sentences I hear my teacher say.