

Newchurch Primary Curriculum Overview English Year 2-Writing

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none">• I think about what I am going to write by planning or saying out loud what I am going to write about. KPI• I am developing positive attitudes towards, and stamina for, writing, by writing for different purposes. KPI• I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils. KPI• I can make simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation. KPI• I can re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.• I can use adventurous vocabulary	<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none">• I am developing and expressing a viewpoint through comments or actions.	<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none">• I can make simple additions, revisions and corrections to writing by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. KPI

appropriate to task.

- I can write about real events, sustaining sufficient features of the given form (e.g. correct choice in use of present and past tense of verbs including verbs in progressive forms).
- I can write down ideas and/or key words, including new vocabulary.

Composition: Sentence Structure

- I can write an appropriate mixture of both simple and compound sentences accurately.

Composition: Text Structure and Organisation

- **I consider what is going to be written before beginning by encapsulating what I want to say, sentence by sentence. KPI**
- I can sequence ideas appropriately.
- I can use brief openings and endings.

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can use some of the diagonal and horizontal strokes needed to

Composition: Sentence Structure

- I know how to use sentences with different forms e.g. command.
- I can use a variety of sentence openers.

Composition: Text Structure and Organisation

- I can group related ideas and show developing awareness of paragraphing.
- I can link related sentences through the use of pronouns, time connectives or adverbials where appropriate.

join letters and understand which letters, when adjacent to one another, are best left unjoined.

- I can use spacing between words that reflects the size of the letters.
- **I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. KPI**

Transcription

- I can identify homophones and near-homophones.
- **I can make simple additions, revisions and corrections to writing 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. KPI**
- **I can spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly. KPI**
- I can spell common exception words.
- **I can add suffixes to spell longer words, including -ly and**

Transcription

- **I can add suffixes to spell longer words, including -ly and to exception words ending in _y e.g. happiness (Phase 1), -ful, -less (Phase 2) and -ment, -ness (Phase 3). KPI**
- I can apply simple spelling rules and guidance, as listed in Year 2 Hampshire Spelling Guidance for the Term.
- I can write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences (matching a sound to letters), common exception words and punctuation taught so far.

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- I can spell some words with contracted forms.
- I can use the possessive apostrophe (singular).

Vocabulary, Grammar and Punctuation

- **I can ask a question and use a question mark. KPI**
- **I can use coordinating conjunctions (e.g. and, but, or) to create a compound sentence. KPI**
- I can use first, second and third person with subject-verb agreement.

Vocabulary, Grammar and Punctuation

- I am developing sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.
- **I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences. KPI**

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- I can use the present continuous tense (e.g. I am watching the tennis match.)
- I can use simple present tense, showing subject-verb agreement.
- I can use the imperative form of a verb for commands (e.g. Leave it alone!)
- **I can use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs (e.g. slow-slowly). KPI**
- **I can write a sentence that ends with an exclamation mark.**
- I can write a statement that starts with a capital letter and finishes with a full stop.
- I can write expanded noun phrases to describe and specify (e.g. the lonely, old man).
- I am developing sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.
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- I can use and understand the grammatical terminology in English Appendix 2 (National Curriculum) in discussing my writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe).
- **I can make the correct choice and consistently use the present tense and past tense throughout writing. KPI**
- I can recognise the formation of nouns using suffixes such as ness, er and by compounding (e.g. whiteboard, superman).
- I can form adjectives by adding -ful.
- I can form adjectives by adding -less.
- I know how to use some features of written Standard English.
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- **I can use commas to separate items within lists. KPI**

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- I can recognise the formation of nouns using suffixes such as ness, er and by compounding (e.g. whiteboard, superman).
- I can add -ness and -er to form a noun.
- I can use the past continuous (progressive) tense (e.g. I am watching the tennis match.)
- **I can use the present and past tenses correctly and consistently including the progressive form. KPI**

<p>patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <ul style="list-style-type: none"> • I can use and understand the grammatical terminology in English Appendix 2 (National Curriculum) in discussing my writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe). • I can make the correct choice and consistently use the present tense and past tense throughout writing. KPI • I can recognise the formation of nouns using suffixes such as ness, er and by compounding (eg, whiteboard, superman). 	<ul style="list-style-type: none"> • I can use subordination (using when, if, that, or because). KPI • I can use second and third person with subject-verb agreement. 	
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Useful texts to teach specific grammar and punctuation items...

Noun phrases, adjectives and adverbs and improving sentences - 'While you Were Sleeping'

Commas in lists, questions and question marks and conjunctions - 'Would you Rather', 'You Choose' and 'Animals Should Definitely Not Wear Clothing...'

Questions - 'The Little Answer', 'Why is the Sky blue?'

Commands - 'Don't Read this Book'

Statements - 'Yum Yum'

Exclamations - 'The Queen's Hat', 'The Queen's Handbag'

Contractions - 'You Can't Take an Elephant on the Bus'

Possessive Apostrophes - 'The Queen's Hat', 'The Queen's Handbag', 'Emily Brown's Rabbit', 'Mama Panya's Pancakes'

GREEN = ALL HAVE BEEN TAUGHT

YELLOW = ONLY ARE AND GDS HAVE BEEN TAUGHT

RED = ONLY GDS HAVE BEEN TAUGHT

Taught through Spelling curriculum