



English Long-Term Planning: Year 2

	Autumn	Spring	Summer
Rich Texts	<ul style="list-style-type: none"> • The Tale of Peter Rabbit • The Day the Crayons Quit 	<ul style="list-style-type: none"> • Meerkat Mail • The Tunnel • George's Marvellous Medicine 	<ul style="list-style-type: none"> • Diary of a Killer Cat • Where the Wild things are • The Twits
Fiction Writing	<ul style="list-style-type: none"> • Character Descriptions • Setting • Story sequencing/retell 	<ul style="list-style-type: none"> • Descriptions (setting/character) • Stories – temporal connectives • Stories – innovations with familiar stories 	<ul style="list-style-type: none"> • Story - consolidate • Descriptions
Non-Fiction Writing	<ul style="list-style-type: none"> • Non chron report – woodland animals • Persuasive • Instructions 	<ul style="list-style-type: none"> • Non-Chronological Report (Meerkats) • Instructions • Postcards / Letter 	<ul style="list-style-type: none"> • Explanations (Lifecycle of a sunflower) • Recount • Diary
Punctuation	<ul style="list-style-type: none"> • Capital letters • Full stops • Capital letters for proper nouns • Question marks • Exclamation marks • Commas in a list • Apostrophe for singular possession 	<ul style="list-style-type: none"> • Commas in a list • Apostrophe for contraction • Capital letters and full stops (consolidation) • Question marks • Exclamation marks • Capital letters for proper nouns 	<ul style="list-style-type: none"> • Question marks • Exclamation marks • Commas in a list • Apostrophe for singular possession
Grammar	<ul style="list-style-type: none"> • Co-ordinating conjunctions • Nouns • Adjectives • Statements/questions/commands/exclamations • verbs 	<ul style="list-style-type: none"> • subordinating conjunctions • past/present tense • adverbs • Statements/questions/commands/exclamations • Expanded noun phrases • Singular and plural 	<ul style="list-style-type: none"> • Co-ordinating/subordinating conjunctions • Past/present tense • Singular and plural • Adverbs • Expanded noun phrases



English Writing Assessment Framework: Year 2

On track for expected ARE in Year 2	Autumn	Spring	Summer
Composition (NF)	<ul style="list-style-type: none"> uses a simple plan to support writing Begins to create simple plans to support writing Re-reads what has been written to check it makes sense 	<ul style="list-style-type: none"> uses basic layout conventions in different forms of writing create simple story plans to support writing makes simple changes to writing where suggested develops stamina to write at increasing length re-reads own writing to check for sense, basic errors and meaning 	<ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (Real) write about real events, recording these simply and clearly GD: write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing GD: make simple additions, revisions and proof-reading corrections to their own writing
Composition (F)	<ul style="list-style-type: none"> Sequences sentences for short narratives Writes short narratives based on real and fictional experiences Begins to create simple story plans to support narrative writing Re-reads what has been written to check it makes sense 	<ul style="list-style-type: none"> Writes short narratives based on real and fictional experiences which are beginning to show coherence create simple plans to support writing makes simple changes to writing where suggested develops stamina to write at increasing length re-reads own writing to check for sense, basic errors and meaning 	<ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (Fictional) GD: write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing GD: make simple additions, revisions and proof-reading corrections to their own writing
Punctuation	<ul style="list-style-type: none"> Writes sentences that makes sense using capital letters and full stops Uses capital letters for names of people, places, days of the week and the personal pronoun 'I' Begins to question marks and exclamation marks in writing 	<ul style="list-style-type: none"> Uses capital letters and full stops more accurately Is becoming more confident at Using capital letters for names of people, places, days of the week and the personal pronoun 'I' uses commas in lists uses some question marks and exclamation marks in writing uses apostrophe for contraction understands apostrophe for singular possession 	<ul style="list-style-type: none"> demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required uses capital letters for proper nouns accurately uses apostrophe for singular possession more accurately. GD: use the punctuation taught at key stage 1 mostly correctly
Grammar	<ul style="list-style-type: none"> Uses 'and' to join words Begins to use coordinating conjunctions or, but, so Uses some descriptive language (adjectives) Begins to understand and uses the terms noun, verb and adjective 	<ul style="list-style-type: none"> begins to use subordinating conjunctions (joining words) <i>when, if, because, as</i> begins to use past and present tense correctly uses a wide range of expanded noun phrases uses the terms noun, verb and adjective accurately understands and uses the term adverb begins to use adverbs in writing 	<ul style="list-style-type: none"> use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses recognises and writes (grammatically correct) different types of sentences: <u>statements, questions, commands and exclamations</u> uses expanded <u>noun phrases, adjectives and adverbs for description and specification</u>
Transcription	<ul style="list-style-type: none"> forms lower case letters in the correct direction starting and finishing in the right place forms capital letters correctly forms lower case letters of the correct size relative to one another 	<ul style="list-style-type: none"> handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation 	<ul style="list-style-type: none"> segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. GD: spells most common exception words GD: add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* GD: use the diagonal and horizontal strokes needed to join some letters