

Year 2		Working within	Focussing	Securing
V o c a b u l a r y	N o u n s a n d a d j e c t i v e s	<ul style="list-style-type: none"> Use a greater range of adjectives to write and expand noun phrases for description eg the ugly witch, the enormous beanstalk Use simple prepositional phrases to write expanded noun phrases for specification eg in, on –The dog in the kennel growled Use more precise verbs eg walked instead of went, shouted instead of said Maintain correct subject verb agreement using familiar verbs, including a greater range of irregular verbs eg I have a dog. John has a dog. Begin to use adverbs of time (when) eg Yesterday, Next and simple adverbial phrases for time eg one morning Use articles the and a, possessives eg my, his, her, our, numbers and quantifiers some, all, most Use imperative form to write commands using more precise verbs eg slice, glue, pour 	<ul style="list-style-type: none"> Use a greater range of singular and plural nouns eg puppy/puppies Use comparative adjectives including where the root word has changed eg better, smaller Make the correct choice and consistently use simple present tense eg we jump, she flies Make the correct choice and consistently use past progressive using –ing suffix eg I was jumping, he was flying Use a wider range of adverbs of place eg here, there, inside Use adverbial phrases for place using a wider range of prepositions eg under, over –I played under the bed. He went over the hill. Make correct choice and consistently use present progressive tense using –ing suffix eg we are jumping, she is flying. Use pronouns to link sentences and/or sections eg Class Two went to the zoo. We went on the coach. Use adverbs of time (when) eg Yesterday, Next and simple adverbial phrases for time eg one morning 	<ul style="list-style-type: none"> Use superlative adjectives including where the root word has changed eg best, worst, most, biggest, tiniest Use familiar modals including negative eg I can swim, he can't swim, you must go Use adverbs of manner (how) eg fast, slowly, quietly, loudly, hard Use familiar adverbial phrases for time to start and end narratives or recounts eg happily ever after, last week
	V e r b s a n d a d v e r b s			

	C o h e s i v e d e v i c e s			
<p>Sentence structure and punctuation</p>	<ul style="list-style-type: none"> • Use co-ordination to join two ideas with '<u>and</u>' to write sentences with two clauses • Write different sentence types – <u>statement</u> • Begin to use subordination to express cause using because • Join two words with 'or' eg You can have juice or milk 	<ul style="list-style-type: none"> • Use subordination to express cause using because • Use co-ordination to join two ideas with 'and' 'so' 'but' 'or' to write sentences with two clauses • Write different sentence types – <u>command and question</u> • Use dialogue starting with speech eg Go home said Dad • Use apostrophes to show missing letter in contractions eg he's I'm it's hasn't 	<ul style="list-style-type: none"> • Use subordination to express time using 'when' I had sweets when I got home • Use subordination using 'that' Eg I hope that it rains tomorrow. I think that my ice-cream is the best • Use subordination to express condition using 'if' I wear thick socks if it gets cold • Use subordination (relative clause) using 'that' as a relative pronoun eg I have a ball that is red • Begin to write different sentence types – <u>exclamation</u> • Use commas in a list of nouns eg I bought, eggs, apples and bread • Use apostrophes to show singular possession 	

<p>Com positi on</p>	<ul style="list-style-type: none"> • Talk with teachers/peers about the language and layout features in models of similarly structured writing • Say out loud what they are going to write about using talk with teacher/peers and using models of similarly structures writing • Use a model of similarly structured planning and written/visual prompts on a planning frame (eg text maps, planning boxes) to record and group key ideas/words (including new vocabulary) before writing • Use the key ideas/words on own planning frame as a starting point for oral composition • Compose and rehearse each sentence orally, using the vocabulary and sentence structures that they have been taught • Write narratives and chronological sequence in familiar genres eg traditional tale, local setting • Include description of setting and character • Write an opening statement or question to introduce text • Proof read to check for errors in spelling, grammar and punctuation eg full stops at the end of sentence 	<ul style="list-style-type: none"> • Write each sentence, recording accurately what has been composed so that it makes sense and conveys meaning • Write narratives with a series of events and/or familiar plot eg opening, problem, resolution/ending • Write simple/familiar openings which are appropriate to genre • Write chronological texts eg instructions, recounts about personal experiences and those of others (real or fictional) • Write simple/familiar endings • 	<ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing, by re-reading to check that their own writing makes sense(including verb consistency) • When discussing writing, recognise and use terminology form previous year group and from Y2 <p>Noun, noun phrase, statement, question, exclamation,, command, compound, suffix, adjective, adverb, verb, tense (past/present) apostrophe, comma (Y1 –letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)</p> <ul style="list-style-type: none"> • Use cohesive devices to link sentences and sections (pronouns and adverbs) • Write a simple closing statement or exclamation (to show viewpoint) • Write non-chronological texts eg reports • Write non-fiction texts using simple organisation and features to suit the purpose of the text type eg use given headings and sub-headings • Include descriptions of events/places or subject matter
-------------------------------------	--	--	---

	<ul style="list-style-type: none">• Write simple poetry (does not have to rhyme)		
--	--	--	--