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| **Key Stage 1 English** | | | | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **Year 2** | | | | | | | | |
| **Handwriting** | | | | | | | | |
| Starting to use horizontal and diagonal strokes needed to join letters  Capitals and digits correct size  Relationship between upper and lower case | | | | | | | | |
| **Grammar Punctuation and Spelling**  sentences with different forms: statement, question, exclamation, command  expanded noun phrases to describe and specify [for example, the blue butterfly]  the present and past tenses correctly and consistently including the progressive form  subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  the grammar for year 2 in English Appendix 2  some features of written Standard English  use and understand the grammatical terminology in English Appendix 2 in discussing their writing.  learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) | | | | | | | | |
| **Writing**  develop positive attitudes towards and stamina for writing  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about  writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  read aloud what they have written with appropriate intonation to make the meaning clear. | | | | | | | | |
| **Fiction**  writing narratives about personal experiences and those of others  Letter / postcards  writing for different purposes  Incorporate GPS from above | | **Non-fiction**  writing about real events – recounts  writing for different purposes – to persuade / to inform / to explain etc | **Fiction**  writing narratives about those of others (real and fictional)  Sequences sentences to form short narratives  Pupils will be able to write sentences  Children will be able to plan and write their own narrative  Incorporate GPS from above | | **Poetry**  writing poetry  4 published poems - Identify key features of texts | | **Fiction**  writing narratives about those of others (real and fictional)  4 stories - Identify key features of texts  Plan their own ideas in writing  writing for different purposes  Sequences sentences to form short narratives  Pupils will be able to write sentences  Children will be able to plan and write their own narrative  Incorporate GPS from above | |
| **Reading**  Children will be able to share and discuss a wide range of quality books at the same time as they are reading independently.  Children will know the meaning of words through sharing a range of high quality books.  Developing vocabulary  Checking a text makes sense as they read  Asking and answering questions about texts  Personal responses to texts | | | | | | | | |
|  listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently   discussing the sequence of events in books and how items of information are related   becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales   being introduced to non-fiction books that are structured in different ways   recognising simple recurring literary language in stories and poetry   discussing and clarifying the meanings of words, linking new meanings to known vocabulary   discussing their favourite words and phrases |  | * Children will identify how non-fiction books are structured in different ways |  | | Contemporary and classic poetry  Recognise simple literary language   continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | |  | |
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