



Autumn 1			Autumn 2			
<p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid                      Plan opening around character(s), setting, time of day and type of weather                      Understanding 5 parts to a story with more complex vocabulary                      Opening e.g. In a land far away.... One cold but bright morning.....                      Build-up e.g. Later that day                      Problem / Dilemma e.g. To his amazement                      Resolution e.g. As soon as Ending e.g. Luckily, Fortunately,                      Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>						
Writing	Narrative <b>Focus: Description</b>	Postcards/Letters	Choral/Performance Poetry	Narrative <b>Focus: Character</b>	Reports	Play scripts
<b>Statutory</b> Grammar and Punctuation	<p><u>Revision of Year 1</u>                      How words can combine to make sentences                      Joining words and joining clauses using 'and'                      Sequencing sentences to form short narratives                      Separation of words with spaces                      Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p><u>Revision of Year 1</u>                      Capital letters for names and for the personal pronoun 'I'    <u>Revision of Year 1</u>  <u>Grammar terminology</u></p>	<p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>	<p>Subordinating conjunctions (using when, if, that, because) to create complex sentences                        co-ordinating conjunctions (using or, and, but) to consolidate compound sentences                        Correct choice and consistent use of present tense and past tense throughout writing                        Use of capital letters, full stops, question marks and</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command                        Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences                        Correct choice and consistent use of present tense and</p>	<p>Commas to separate items in a list                        Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>



				exclamation marks to demarcate sentences	past tense throughout writing	
Additional sentence construction	<ul style="list-style-type: none"> <li>-‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</li> <li>Vary openers to sentences</li> </ul>			<ul style="list-style-type: none"> <li>Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</li> </ul>		
Additional language structure	<ul style="list-style-type: none"> <li>Prepositions: behind above along before between after</li> </ul>			<ul style="list-style-type: none"> <li>Alliteration e.g. wicked witch slimy slugs Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</li> </ul>		
Spoken Language	participate in discussions, performances, role play and improvisations through drama	give well-structured descriptions Describe feelings or setting to a partner or group	participate in performances Perform poems to an audience e.g. own or different class or parents	gain, maintain and monitor the interest of the listener(s) Storytelling to an audience	participate in presentations Present information to the class or small group	participate in discussions, performances, role play and improvisations through drama



Handwriting	Revision of letter formation and sizing including capital letters First join-diagonal joins to letters without ascenders Second join-horizontal join to letters without ascenders	Third join-diagonal join to letters with ascenders Fourth join-horizontal join to letters with ascenders
Spelling	Phonics –Read Write inc  Revise letter names  ‘ee’ sound spelt ‘ey’ e.g. key ‘ur’ sound spelt ‘or’ e.g. word	Phonics – Read Write inc  ‘or’ sound spelt ‘ar’ and ‘a’ e.g. warm, ball ‘o’ sound spelt ‘a’ e.g. wasp Apostrophe for contraction Apostrophe for singular possession Revise letter names
Spelling ongoing	<p><b><u>Learning Spellings</u></b></p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Learn words taught in new knowledge this term.</li> <li>• Group other words for cross curricular teaching.</li> <li>• Learn words from personal list</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	

St Agnes English Coverage  
**English Coverage Overview**  
Y2

