



Spring 1				Spring 2		
Writing	Narrative Focus: Endings	Instructions	Poetry Poetry to learn off by heart	Narrative Focus: Settings	Recount	Poetry Nonsense poems
<b>Statutory</b> Grammar and Punctuation	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]  Relative clauses and pronouns (who, which, whose, that)	Compound sentences using co-ordinating conjunctions (using or, and, but)	Expanded noun phrases for description and specification (use of adverbs, adjectives, similes)	Statement, question, exclamation or Command and correct punctuation of each  Complex sentences using subordinating conjunctions (using when, if, that, because)	Correct choice and consistent use of present tense and past tense throughout writing  Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Commas to separate items in a list
Additional sentence construction	<ul style="list-style-type: none"> <li>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</li> </ul>			<ul style="list-style-type: none"> <li>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</li> </ul>		
Additional language structure	<ul style="list-style-type: none"> <li>Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.</li> </ul>			<ul style="list-style-type: none"> <li>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</li> </ul>		



Spoken Language	Gain maintain and monitor the interest of the listener/ Participate in performances	Give listener enough detail for instructions to be clearly understood. <i>(Give well-structured descriptions .../ Speak audibly and fluently with and increasing command of Standard English.)</i>	Poetry performance – discuss qualities of others performances. <i>(Speak audibly and fluently with and increasing command of Standard English/ Articulate to justify opinions)</i>	Storytelling – Vary voices to express feelings at key moments <i>(Gain maintain and monitor the interest of the listener/ Participate in performances ...)</i>	listen and respond appropriately to adults and their peers-through collaborative writing, evaluation and re-drafting	speak audibly and fluently with an increasing command of Standard English
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Handwriting	Revision of all four joins for fluency Intervention for those not joining in a neat cursive hand	
Spelling	Phonics-Read Write inc intervention 'u' sound spelt 'o' e.g. other silent letters ('wr', 'kn' and 'gn') 'j' sound spelt 'ge', 'dge', 'j' and 'g' 's' sound spelt 'c'. 'ie' sound spelt 'y' e.g. cry	Phonics-Read Write inc intervention -ies endings e.g. cry-cries Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Adding the endings – ing, –ed, –er, –est and –y to words ending in – e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter words ending -ed, -er and -est after 'y'
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

