**Year 2 Overview**

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| **Autumn** | | **Autumn 1**  Theme: Street Detectives | | | | | | | | **Autumn 2**  Theme: Beachcombers | | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** | **Week 15** |
| **Text / Focus** | | ::Screen Shot 2019-08-20 at 09.05.23.png  Paddington goes to Town  By Michael Bond | | | | | ::Screen Shot 2019-08-20 at 09.05.36.png  Toby and the Great Fire of London by Margaret Nash | | | ::Screen Shot 2019-08-20 at 09.05.56.png  The Snail and the Whale by Julia Donaldson | | | | ::Screen Shot 2019-08-20 at 09.06.19.png  Tiddler by Julia Donaldson | | | |
| **Phonics** | | * Revision of Set 2 and Beginning Set 3– working below * Revision of Set 3- core | | | | | | | | * Revision of Set 2 and Beginning Set 3– working below * Revision of Set 3- core | | | | | | | |
| **Spelling** | | ***RWI Spelling 2A Units 1, 2, 3, 4, 5***   * Contractions and apostrophes * Adding the suffix **–ly** * The ***or*** sound spelt **a** before **l** and **ll**. * The /s/ sound spelt c before e, i and y. * Adding the suffix **–y** * Adding the suffix **–y** *(to words ending in a short vowel and a consonant).* * Adding the suffix **–ly** *(to words to make adverbs).*   **Learning words (inc lots of set 3 revision)**   * Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Common exception words * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * Having a go at unfamiliar words * Explore strategies for having a go at spelling words independently | | | | | | | | ***RWI Spelling 2A Units 6, 7, 8, 9, 10, 11, 12***   * Possessive apostrophes * The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. * The /n/ sound spelt kn and (less often) gn at the beginning of words. * Adding the suffix **–ing** * Adding the suffix **–ing** *(to words ending in a short vowel and a consonant).* * The ***u*** sound spelt **o**, and the ***or*** sound spelt **ar** after **w.** * The ***o*** sound spelt **a** after **w** and **qu.**   **Learning words (inc lots of set 3 revision)**   * Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Common exception words * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * Having a go at unfamiliar words * Explore strategies for having a go at spelling words independently | | | | | | | |
| **Word Reading** | | * continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent * read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes * read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) * read common exception words * Use GPCs to read aloud many words quickly and accurately without overt sounding and blending sound out many unfamiliar words accurately | | | | | | | | * read accurately most words of two or more syllables read most words containing common suffixes * read most common exception words * In age-appropriate books:   + read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute   + sound out most unfamiliar words accurately, without undue hesitation | | | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * + listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently   + being encouraged to link what they read or hear to their own experiences   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * + checking that the text makes sense to them as they read, and correcting inaccurate reading   + discussing the significance of the title and events   + predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them | | | | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * + becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics   + recognising and joining in with predictable phrases   + learning to appreciate rhymes and poems, and to recite some by heart   + discussing word meanings, linking new meanings to those already known   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * + drawing on what they already know or on background information and vocabulary provided by the teacher   + making inferences on the basis of what is being said and done * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them | | | | | | | |
| **Spoken Language** | | • listen and respond appropriately to adults and their peers  • ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | | • listen and respond appropriately to adults and their peers  • ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | |
| **Writing** | **Composition** | ***Develop positive attitudes towards and stamina for writing by:***   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes   ***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 | | | | | | | | ***Develop positive attitudes towards and stamina for writing by:***   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes   ***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:***   * 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] | | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * learning how to use both familiar punctuation correctly, including full stops, capital letters, exclamation marks, question marks   ***Learning the grammar for year 2:***   * sentences with different forms: statement, question, exclamation, command * co-ordination (using or, and, or, but) * compounding [for example, whiteboard, superman]   ***Use and understand the grammatical terminology in discussing their writing:***   * statement, question, exclamation, command, compound, | | | | | | | | ***Develop their understanding of the concepts:***   * learning how to use both familiar correctly, including full stops, capital letters, exclamation marks, question marks   ***Learning the grammar for year 2:***   * sentences with different forms: statement, question, exclamation, command * expanded noun phrases to describe and specify [for example, the blue butterfly] * co-ordination (using or, and, or, but) * some features of written Standard English * formation of nouns using suffixes such as –ness, –er   ***Use and understand the grammatical terminology in discussing their writing:***   * noun, noun phrase, statement, question, exclamation, command, compound, suffix, | | | | | | | |
| **Handwriting** | | Linked to phonics, spellings, writing   * form lower-case letters of the correct size relative to one another * start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined   ***When writing sentences:***   * + forming lower-case letters in the correct direction, starting and finishing in the right place   + forming lower-case letters of the correct size relative to one another in some of the writing using spacing between words | | | | | | | | **Linked to phonics, spellings, writing:**   * form lower-case letters of the correct size relative to one another * start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined   ***When writing sentences:***   * + use the diagonal and horizontal strokes needed to join letters in some of their writing   + write 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 | | | | | | | |

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| **Spring Term** | | **Spring 1**  Theme: Muck, Mess & Mixtures | | | | | | | **Spring 2**  Theme: Wriggle and Crawl | | | | | | |
|  | | **Week 16** | **Week 17** | **Week 18** | **Week 19** | | **Week 20** | **Week 21** | **Week 22** | **Week 23** | **Week 24** | | **Week 25** | **Week 26** | **Week 27** |
| **Text / Focus** | | ::Screen Shot 2019-08-20 at 09.04.19.png  The Adventures of Egg Box Dragon  by Richard Adams | | | | ::Screen Shot 2019-08-20 at 08.55.22.png  Fantastic First Poems by June Crebin | | | ::Screen Shot 2019-08-20 at 09.02.46.png  The Bee who Spoke by Al MacCuish | | | ::Screen Shot 2019-08-20 at 08.51.10.png  James and the Giant Peach by Roald Dahl | | | |
| **Phonics** | | * Revision of Set 2 and Set 3– working below * Revision of Set 3- core | | | | | | | * Revision of Set 2 and Set 3– working below * Revision of Set 3- core | | | | | | |
| **Spelling** | | ***RWI Spelling 2A Units 13, 14***   * Adding the suffix **–ed** (2)*(swapping* ***y*** *for* ***i****).* * Adding the suffix **–ed** *(dropping* ***e*** *to add* ***–ed****, and revision of doubling final consonant and swapping* ***y*** *for* ***i****).*   ***RWI Spelling 2B Units 1, 2, 3***   * The /r/ sound spelt wr at the beginning of words. * Words ending in **–il** and words where **s** makes the ***zh*** sound. * Adding the suffixes **–er** or **–est** * Adding the suffixes **–er** or **–est** *(words where no change is needed; words ending in* ***e****).* * Words ending in **–il** and words where **s** makes the ***zh*** sound.   **Learning words (inc lots of set 3 revision)**   * Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Common exception words * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * Having a go at unfamiliar words * Explore strategies for having a go at spelling words independently | | | | | | | ***RWI Spelling 2B Units 4, 5, 6, 7, 8***   * Contractions and apostrophes * Adding the suffix **–ness** * Possessive apostrophes * Words ending in **–le**. * The ***igh*** sound spelt **y.** * Adding the suffixes **–er** or **–est** *(doubling consonant, where the root word ends in short vowel plus consonant).* * The ***ee*** sound spelt **ey.** * The ***ir*** sound spelt **or** after **w.** * Adding the suffix **–ness** *(adding to a root word with no change to the root word).* * Adding the suffix **–ness** (2) *(swapping* ***y*** *to* ***i****).*   **Learning words (inc lots of set 3 revision)**   * Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Common exception words * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * Having a go at unfamiliar words * Explore strategies for having a go at spelling words independently | | | | | | |
| **Word Reading** | | * Read accurately most words of two or more syllables read most words containing common suffixes * read most common exception words * In age-appropriate books:   + read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute   + sound out most unfamiliar words accurately, without undue hesitation | | | | | | | * Read accurately most words of two or more syllables read most words containing common suffixes * read most common exception words * In age-appropriate books:   + read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute   + sound out most unfamiliar words accurately, without undue hesitation | | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * 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 * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear   ***Understand both the books that they can already read accurately and fluently and those that they listen to by:***   * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves   ***In a familiar book that they can already read accurately and fluently, the pupil can:***   * + check it makes sense to them * answer questions and make some inferences on the basis of what is being said and done | | | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * + being introduced to non-fiction books that are structured in different ways   + 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   ***Understand both the books that they can already read accurately and fluently and those that they listen to by:***   * making inferences on the basis of what is being said and done * answering and asking questions * predicting what might happen on the basis of what has been read so far * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves   ***In a familiar book that they can already read accurately and fluently, the pupil can:***   * + check it makes sense to them   + answer questions and make some inferences on the basis of what is being said and done | | | | | | |
| **Spoken Language** | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | |
| **Writing** | **Composition** | ***Develop positive attitudes towards and stamina for writing by:***   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes   ***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] | | | | | | | ***Develop positive attitudes towards and stamina for writing by:***   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes   ***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] | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists   ***Learning the grammar for year 2:***   * the present and past tenses correctly and consistently including the progressive form * subordination (using when, if, that, or, because) * formation of adjectives using suffixes such as –ful, –less   ***Use and understand the grammatical terminology in discussing their writing:***   * noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), comma | | | | | | | ***Develop their understanding of the concepts:***   * learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)   ***Learning the grammar for year 2:***   * the present and past tenses correctly and consistently including the progressive form * subordination (using when, if, that, or, because) * use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs   ***Use and understand the grammatical terminology in discussing their writing:***   * noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | | | | | | |
| **Handwriting** | | **Linked to phonics, spellings, writing:**   * form lower-case letters of the correct size relative to one another * start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined   ***When writing sentences:***   * + use the diagonal and horizontal strokes needed to join letters in some of their writing   + write 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 | | | | | | | **Linked to phonics, spellings, writing:**   * form lower-case letters of the correct size relative to one another * start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined   ***When writing sentences:***   * + use the diagonal and horizontal strokes needed to join letters in some of their writing   + write 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 | | | | | | |

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| **Summer term** | | **Summer 1**  Theme: Towers, Tunnels and Turrets | | | | | **Summer 2**  Theme: Land Ahoy! | | | | | | |
| **Week 28** | **Week 29** | **Week 30** | **Week 31** | **Week 32** | **Week 33** | **Week 34** | **Week 35** | **Week 36** | **Week 37** | **Week 38** | **Week 39** |
| **Text / Focus** | | ::Screen Shot 2019-08-20 at 09.01.46.png  Rapunzel by Bethan Woollvin | | | | ::Screen Shot 2019-08-20 at 09.01.08.pngLost by Michael Rosen | ::Screen Shot 2019-08-20 at 08.58.52.png  The Secret of Black Rock by Joe Todd Stanton | | | | ::Screen Shot 2019-08-20 at 08.40.06.png  The Pirates next door by Jonny Duddle | | |
| **Phonics** | | * Set 3– working below * Revision of Set 3- core | | | | | * Set 3– working below * Revision of Set 3- core | | | | | | |
| **Spelling** | | ***RWI Spelling 2B Units 9, 10, 11, 12***   * Adding the suffix **–ful** * Adding the suffix **–less** * Words ending in **–el.** * Words ending in **–al.** * Adding the suffix **–ful** * Adding the suffix **–less.**   **Learning words (inc lots of set 3 revision)**   * Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Common exception words * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * Having a go at unfamiliar words * Explore strategies for having a go at spelling words independently | | | | | ***RWI Spelling 2B Units 13, 14, 15***   * Adding the suffix **–ment** * Adding the suffix **–es** *(where the root word ends in* ***y****).* * Adding the suffix **–ment.** * Words ending in **–tion**.   **Learning words (inc lots of set 3 revision)**   * Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Common exception words * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * Having a go at unfamiliar words * Explore strategies for having a go at spelling words independently | | | | | | |
| **Word Reading** | | * Read accurately most words of two or more syllables read most words containing common suffixes * read most common exception words * In age-appropriate books:   + read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute   + sound out most unfamiliar words accurately, without undue hesitation   + re-read these books to build up their fluency and confidence in word reading. | | | | | * Read accurately most words of two or more syllables read most words containing common suffixes * read most common exception words * In age-appropriate books:   + read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute   + sound out most unfamiliar words accurately, without undue hesitation   + re-read these books to build up their fluency and confidence in word reading. | | | | | | |
| **Comprehension** | | ***Revision and review of Year 2 comprehension***  ***In a book they are reading independently:***   * make inferences on the basis of what is said and done * predict what might happen on the basis of what has been read so far * make links between the book they are reading and other books they have read | | | | | ***Revision and review of Year 2 comprehension***  ***In a book they are reading independently:***   * make inferences on the basis of what is said and done * predict what might happen on the basis of what has been read so far * make links between the book they are reading and other books they have read | | | | | | |
| **Spoken Language** | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | | |
| **Writing** | **Composition** | ***Develop positive attitudes towards and stamina for writing by:***   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes   ***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. | | | | | ***Develop positive attitudes towards and stamina for writing by:***   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes   ***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. | | | | | | |
| **Grammar/ Punctuation** | ***Revision/ Review Year 2 grammar and punctuation***  ***Develop their understanding of the concepts:***   * learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)   ***Learning the grammar for year 2:***   * 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) * some features of written Standard English * formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] * formation of adjectives using suffixes such as –ful, –less * use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs   ***Use and understand the grammatical terminology in discussing their writing:***   * noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | | | | | ***Revision/ Review Year 2 grammar and punctuation***  ***Develop their understanding of the concepts:***   * learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)   ***Learning the grammar for year 2:***   * 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) * some features of written Standard English * formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] * formation of adjectives using suffixes such as –ful, –less * use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs   ***Use and understand the grammatical terminology in discussing their writing:***   * noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | | | | | | |
| **Handwriting** | | ***Linked to phonics, spellings, writing:***   * form lower-case letters of the correct size relative to one another * use the diagonal and horizontal strokes needed to join letters in most of their writing * understand which letters, when adjacent to one another, are best left unjoined * write 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 | | | | | **Linked to phonics, spellings, writing:**   * form lower-case letters of the correct size relative to one another * use the diagonal and horizontal strokes needed to join letters in most of their writing * Understand which letters, when adjacent to one another, are best left unjoined * write 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 | | | | | | |