

Year 2 Writing Focus: Sentence Structure

Year 1 Summer	Autumn	Spring	Summer
How words combine to make sentences (consistent checking of if it makes sense) • Separation of words with spaces • Segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making phonetically plausible attempts at others • Introduction to capital letters and full stops to demarcate sentences • Sequencing sentences to form short texts • Joining words and clauses using 'and' • Using a capital letter for names of people, places, days of the week and personal pronoun 'I' • Using adjectives to describe nouns New learning: • Introduction to question marks and exclamation marks	Consolidation of Y1 sentence structure • Develop secure application of capital letters and full stops to demarcate main clauses and the use of the co-ordinating conjunction 'and'. • When secure, move on to other co-ordinating conjunctions (so, or, but) New learning: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; • Correct choice and consistent use of present tense and past tense throughout writing. • Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).	Write sentences using coordinating conjunctions, which are correctly demarcated • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; • Correct choice and consistent use of present tense and past tense throughout writing. • Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). New learning: • Subordination (using when, if, that, because) – always following the main clause • Commas in a list – progression in expanded noun phrases to include commas between two adjectives	Write sentences using co-ordinating conjunctions, which are correctly demarcated • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; • Correct choice and consistent use of present tense and past tense throughout writing. • Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). • Subordination (using when, if, that, because) – always following the main clause • Commas in a list – progression in expanded noun phrases to include commas between two adjectives New learning: • 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. • Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was

			shouting)
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name] – dependent on spelling/phonics programme		
	On-going Skills		
	<u>Handwriting:</u> - 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. 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. <u>Composition:</u> - writing narratives about personal experiences and those of others (real and fictional); - writing about real events; - writing poetry; writing for different purposes. - 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.		

Progression in spelling rules mapped following Grammarsaurus scheme

Handwriting progression for specific letters and families planned following Letter Join Scheme