



Autumn Term	Spring Term	Summer Term
<p>Expected Standard</p> <ul style="list-style-type: none"> -Read Oxford Reading Tree Level 8 with 90% accuracy without overt sounding out. -Recall a story structured into 3 parts with detail and story language. -Find information from research and take simple notes. -Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways -In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. -Read accurately words of two or more syllables that contain the same GPCs as those taught. -Answer questions on what has been read in discussion with the teacher and make simple inferences. -Identify some words and phrases they like and begin to say why. -Use personal experience to connect with texts -Begin to comment on language choices. -Work out meanings of new vocabulary from context. <p>Greater Depth Standard</p> <p>Discuss favourite words and phrases and give reasons for the choice.</p> <ul style="list-style-type: none"> -Predict what might happen with responses linked closely to 	<p>Expected Standard</p> <ul style="list-style-type: none"> -Read Oxford Reading Tree Level 9 with 90% accuracy without overt sounding out. -Independently recount the main events in the stories covered over the term. -Identify key features of instructional texts. -Identify key features of recount texts. -Read most common exception words. -Read most words containing common suffixes. -Comment on language choices and the effect on the reader. -With scaffolding and prompts comment on the effect of different sentence types and punctuation. -Discuss their favourite words and phrases and give reasons for their choice. -Predict what might happen with responses aligned closely to the story characters, plot and language read. -Work out meanings of some new vocabulary from context and knowledge. -Make plausible inferences based on a single point of reference in the text. -Recognise patterns of literary language. <p>Greater Depth Standard</p>	<p>Expected Standard</p> <ul style="list-style-type: none"> -Read Oxford Reading Tree Level 10 with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words. -Read accurately most words of two or more syllables -Sound out most unfamiliar words accurately, without undue hesitation. -Read most words containing common suffixes. -Read most common exception words. -Answer questions and make some inferences. -Explain what has happened so far in what they have read. -Identify and explain features of persuasive texts and recounts. <p>Greater Depth Standard</p> <ul style="list-style-type: none"> -Confidently, accurately and fluently read Oxford Reading Tree Level 11. -Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words. -Uses effectively intonation and expression to reflect the comprehension of what is read. -Read independently and make inferences from the text. -Make a plausible prediction about what might happen based on what has been read so far.

<p>the story characters, plot and language read so far.</p> <ul style="list-style-type: none"> -Explain how non-fiction books are used. -Can independently identify key features and use these to help find information. -In a book they can read independently explain what has happened so far, answer questions and make simple inferences. -Read most multi-syllable words containing taught GPCs at Phase 4. -Show some inference at a basic level. -Make suggestions about what will happen next in the story based on what has happened so far. 	<ul style="list-style-type: none"> -Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features. -Recognise when reading does not make sense and self-correct without undue hesitation -Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher. -Use evidence including quotations from or references to text -Comment and explain the effect of different sentence types and punctuation on the reader. -Comment on language choices, reasoning about their use. -Show some awareness that writers have viewpoints. 	<ul style="list-style-type: none"> -Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons. -Demonstrates breadth and depth to vocabulary. -Reason about what is read including grammar and vocabulary choices describing the impact on the reader.
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Y2 English Writing LTP

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<p>Narrative</p> <p>Retell a 3 part story that has a key central character.</p> <p>*Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p>Non-chronological report</p> <p>Use information from research to group and assemble information into a short non-chronological report.</p> <p>*Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p> <p>Narrative</p> <p>Retell a traditional tale –with repeated events using the rule of three.</p> <p>*Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p>Recount</p> <p>Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</p> <p>*Write same recount as a third person recount.</p>	<p>Narrative</p> <p>Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p>*Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information.</p> <p>Instructions</p> <p>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p>*Extend and clarify instructions using expanded nouns, subordination and co- ordination to specify and add detail.</p> <p>Narrative</p> <p>Plan and tell a story in four parts with clear use of subordination and co- ordination.</p> <p>*Expand on the main event with a focus on use of verbs and adverbs.</p> <p>Recount</p> <p>Write a narrative recount in role.</p> <p>Write about a real experience.</p> <p>*Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change.</p>	<p>Narrative</p> <p>To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p>*Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>Non-chronological report</p> <p>Use the language and structural features in a specific form eg. leaflet.</p> <p>*Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p>Narrative</p> <p>To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</p> <p>*Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p>Persuasion</p> <p>Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p>*Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</p>

Y2 Writing Assessment Key Performance Indicators

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<p>Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</p> <p>Use information from research to group and assemble information into a short non-chronological report.</p> <p>Write about a real event, recording it simply and clearly</p> <p>Demarcate sentences with capital letters and full stops.</p> <p>Understand how to write in the past tense</p> <p>Write in the first and third person</p> <p>Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</p> <p>Spell most common exception words taught so far</p> <p>*Expand information using some subordination AND co-ordination</p> <p>*Use some expanded noun phrases to describe and specify</p> <p>*Use a wider range of adjectives e.g. superlative and comparative adjectives</p> <p>*Structure own writing deciding on what goes in each part</p>	<p>Write simple, coherent narratives in four parts</p> <p>Write about a real experience structured appropriately</p> <p>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands</p> <p>Expand noun phrases to describe and specify</p> <p>Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</p> <p>Use capital "I" for personal pronouns</p> <p>Use a wider range of subordination (e.g. when/if/that/because) to join clauses</p> <p>Form lower-case letters of the correct size relative to one another in most of their writing</p> <p>Use spacing between words that reflects the sizes of the letters</p> <p>Spell common exception words covered so far</p> <p>*Write effectively and coherently to recount, instruct and entertain</p> <p>*Decide on the structure of writing based on its form.</p> <p>*Know what features to change when changing the form of writing.</p> <p>*Identify where words are spelt incorrectly</p> <p>*Edit own writing with simple corrections</p> <p>*Add suffixes to spell some words correctly</p> <p>*Experiment with cursive writing</p> <p>*Understand 1st person and 3rd person writing</p> <p>*Experiment with a range of ways of expanding nouns</p> <p>*Experiment with adverbs</p>	<p>Write simple, coherent narratives in four parts</p> <p>Write about real events, recording these simply and clearly</p> <p>Write a simple persuasive piece</p> <p>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</p> <p>Use past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</p> <p>For capital letters of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Spell many common exception words</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>*Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>*Experiment with simple figurative language</p> <p>*Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>*Use the diagonal and horizontal strokes needed to join some letters</p> <p>*Independently choose to use features of different forms of writing showing awareness of audience and form.</p>

