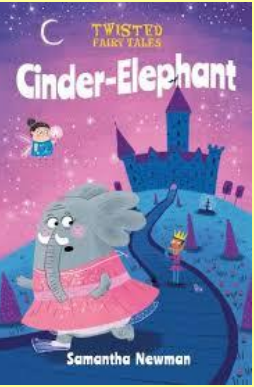
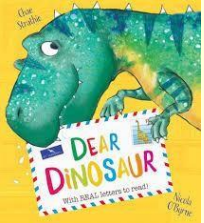


|   |   |  |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
|---|---|--|------|------|---------|----|--------|---------|--------|------|------|------|---------|------|----------|----|---------|--------|-----------|-----|--------|------------|-------|--------|-------|---|------|--|----------|--|------|---|-------------|--|---------------------------------------|--|----------|--|-----------|--|----------|--|-------------|---|---------|--|
| <p><i>What's happening this half term:</i></p> <p><b>Cinderelphant (narrative writing)</b></p> <ul style="list-style-type: none"> <li>Recognise key features of a fairy tale</li> <li>Compare and contrast Cinderella and Cinderelphant.</li> <li>Sequence the events in.</li> <li>Explore synonyms</li> <li>To apply spelling rules when adding suffixes est, ing and ed.</li> <li></li> </ul> <p><b>Dear Dinosaur (Letter)</b></p> <ul style="list-style-type: none"> <li>To ask questions to children from the past using question marks</li> <li>To apply spelling rules when adding the suffixes –ing and –ed to words</li> <li>To use the past progressive tense</li> </ul> <p><b>Transport in the past (report)</b></p> <ul style="list-style-type: none"> <li>to use and spell irregular past tense verbs</li> <li>to use expanded noun phrases to describe and specify.</li> <li>to write question sentences.</li> </ul> | <p style="text-align: center;"><b>Year 2 Autumn Term 2 English</b></p> <div style="text-align: center;">  </div>  | <p style="text-align: center;"><b>Year 2 National Curriculum content</b></p> |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| <p><i>Ideas for reading this half-term:</i></p> <p>We would recommend reading any traditional tales with your child, to ensure they are familiar with the sequencing and language within the text.</p>  | <p style="text-align: center;"><b>Some words to learn to spell this half term:</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Fairytale</td> <td>with</td> <td>past</td> </tr> <tr> <td>Fiction</td> <td>my</td> <td>Invent</td> </tr> <tr> <td>magical</td> <td>family</td> <td>cart</td> </tr> <tr> <td>when</td> <td>Dear</td> <td>present</td> </tr> <tr> <td>shoe</td> <td>dinosaur</td> <td>me</td> </tr> <tr> <td>happily</td> <td>letter</td> <td>transport</td> </tr> <tr> <td>big</td> <td>school</td> <td>passengers</td> </tr> <tr> <td>small</td> <td>people</td> <td>there</td> </tr> </table> <div style="text-align: center;">  </div> | Fairytale  | with | past | Fiction | my | Invent | magical | family | cart | when | Dear | present | shoe | dinosaur | me | happily | letter | transport | big | school | passengers | small | people | there | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%; text-align: center;">Word</td> <td> <ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, er, and by compounding e.g. whiteboard</li> <li>Formation of adjectives using suffixes such as –ful, less</li> <li>Use of the suffixes –er, –est in adjectives</li> <li>Use of –ly in turning adjectives into adverbs</li> </ul> </td> </tr> <tr> <td style="text-align: center;">Sentence</td> <td> <ul style="list-style-type: none"> <li>Subordination (using when, if that, because)</li> <li>Co-ordination (using or, and, but)</li> <li>Expanded noun phrases e.g. the blue butterfly</li> <li>Grammatical patterns in different types of sentence: statement, question, exclamation or command.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">Text</td> <td> <ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>Use of the progressive form of verbs in the present and past tense to show verbs in progress</li> </ul> </td> </tr> <tr> <td style="text-align: center;">Punctuation</td> <td> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Key vocabulary this half term:</b></td> </tr> <tr> <td style="text-align: center;">sentence</td> <td>an idea in words that makes sense, separated from other ideas using capital letters and punctuation.</td> </tr> <tr> <td style="text-align: center;">statement</td> <td>a statement is a factual sentence giving information: Jamie caught the ball.</td> </tr> <tr> <td style="text-align: center;">question</td> <td>a question uses wh-words or modal verbs e.g. where are you ? Did you see it?</td> </tr> <tr> <td style="text-align: center;">exclamation</td> <td>an exclamation uses 'how' or 'what' but is not a question e.g. What a lovely day it is!</td> </tr> <tr> <td style="text-align: center;">command</td> <td>a sentence that is a command begins with an imperative verb e.g. Fetch the ball.</td> </tr> </table> | Word | <ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, er, and by compounding e.g. whiteboard</li> <li>Formation of adjectives using suffixes such as –ful, less</li> <li>Use of the suffixes –er, –est in adjectives</li> <li>Use of –ly in turning adjectives into adverbs</li> </ul> | Sentence | <ul style="list-style-type: none"> <li>Subordination (using when, if that, because)</li> <li>Co-ordination (using or, and, but)</li> <li>Expanded noun phrases e.g. the blue butterfly</li> <li>Grammatical patterns in different types of sentence: statement, question, exclamation or command.</li> </ul> | Text | <ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>Use of the progressive form of verbs in the present and past tense to show verbs in progress</li> </ul> | Punctuation | <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</li> </ul> | <b>Key vocabulary this half term:</b> |  | sentence | an idea in words that makes sense, separated from other ideas using capital letters and punctuation. | statement | a statement is a factual sentence giving information: Jamie caught the ball. | question | a question uses wh-words or modal verbs e.g. where are you ? 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| Fairytale   | with  | past   |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| Fiction   | my  | Invent   |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| magical   | family  | cart   |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| when  | Dear  | present  |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| shoe  | dinosaur  | me   |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| happily   | letter  | transport  |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| big   | school  | passengers   |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| small   | people  | there  |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
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| <b>Key vocabulary this half term:</b>   |   |  |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| sentence  | an idea in words that makes sense, separated from other ideas using capital letters and punctuation.  |  |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| statement   | a statement is a factual sentence giving information: Jamie caught the ball.  |  |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| question  | a question uses wh-words or modal verbs e.g. where are you ? Did you see it?  |  |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
| exclamation   | an exclamation uses 'how' or 'what' but is not a question e.g. What a lovely day it is!   |  |      |      |         |    |        |         |        |      |      |      |         |      |          |    |         |        |           |     |        |            |       |        |       |   |      |  |          |  |      |   |             |  |                                       |  |          |  |           |  |          |  |             |   |         |  |
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|   |                                      |   |
|---|--------------------------------------|---|
| Examples of sentences taught this half-term, including 'Alan Peat' sentences: | Writing sentences in the past tense: | Chicken Licken searched and searched.   |
|   | To use the conjunction 'but':        | Chicken Licken searched and searched, but they couldn't find the king anywhere. |
|   | Expanded noun phrases:               | The small, friendly girl wore a pink, fluffy hat.                               |

## Key Vocabulary: (choose 5 each half term from this list) Concepts in Red have been taught in previous

year groups but should still be included in Key Vocabulary list where they are relevant, and where understanding them is a vital step in the children's next learning journey. **noun:** the

name of an object, place, time. **proper noun:** nouns that are names of people and places need capital letters.

**upper case:** capital letters of the alphabet e.g. A B C **lower case:** the

'little letters' of the handwritten alphabet e.g. a b c

**compound noun:** a noun made of two words joined together e.g. lawnmower, saucepan **noun phrase:** a short clause

that uses adjectives to describe a noun **adjective:** a word that describes a noun, including colours and sizes **sentence:** an

idea in words that makes sense, separated from other ideas using capital letters and punctuation. **statement:** a

statement is a factual sentence giving information: Jamie caught the ball. **question:** a question uses wh-words or modal

verbs e.g. where are you ? Did you see it? **exclamation:** an exclamation uses 'how' or 'what' but is not a question e.g.

What a lovely day it is! **command:** a sentence that is a command begins with an imperative verb e.g. Fetch the ball.

**verb:** a word for an action. Changing the verb can change the tense of the writing **suffix:**

an ending that is added to a root word to change its meaning **prefix:** a starter that is

added to the beginning a root word to change its meaning **adverb:** a word that describes

how a verb is done – often ending in -ly **past tense:** describing things that have

*happened in the past present tense: describing things that happen now, or are happening now*

*progressive: using the verb 'to be' with the -ing form of the verb in the present or past tense*

*conjunction: a word that joins ideas together in a sentence e.g. and co-ordinating*

*conjunction: when, if, that, because subordinating conjunction: or, but, and punctuation:*

*marks made in writing to help the reader understand what is written*

*apostrophe: a punctuation mark to show 1) letters are missing from a contracted word 2) something belongs to someone*

*possession: the apostrophe of possession shows something belongs to someone e.g. David's pencil case contraction: the*

*apostrophe of contraction shows a letter or letters are missing e.g. don't, I've, we're comma: a punctuation mark used to separate items in a list*