**Year 2 SPAG Long Term Plan**

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| **Grammar**   * **coordinating conjunctions (and, or, but)** * **tense (past simple, present simple)** * **expanded noun phrases** * **tense (past progressive, present progressive)** * **subordinating conjunction (because, when, if, that)** * **adverbs (to give more information about a verb)** * **sentence types (statement, command, question, exclamation)** | **Common exception words** | | | | | |
| door  floor  poor  because  find  kind  mind  behind  child  children  wild | climb  most  only  both  old  cold  gold  hold  told  every  everybody | even  great  break  steak  pretty  beautiful  after  Fast  last  past  father | class  grass  pass  plant  path  bath  hour  Move  prove  improve  sure | sugar  eye  could  should  would  who  whole  any  many | clothes  busy  people  water  again  half  money  Mr  Mrs  parents |
| **Punctuation**   * **capital letters** * **full stops** * **exclamation marks** * **question marks** * **commas** * **apostrophes (omission and possession)** | **Terminology**   * **noun** * **noun phrase** * **statement** * **question** * **exclamation** * **command** * **compound** * **root word** * **suffix** * **adjective** * **adverb** * **verb** * **past/present tense** * **apostrophe** * **comma** | | | | | |

**Recap of handwriting in Year 1**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Letters which come before diagonal joins: a, c, d, e, h, i, k, l, m, n, t   |  |  |  | | --- | --- | --- | | diagonal join to short letter | diagonal join to ascender | diagonal join to  anticlockwise letter | | am, un  jam, fun | at, th, ck  bat, with, duck | ag, nd, if  bag, bend, if |   Letters which come before horizontal joins: o, v, w   |  |  |  | | --- | --- | --- | | horizontal join to short letter | horizontal join to an  ascender | horizontal join to an  anticlockwise letter | | **on, wi**  **pond, with** | **ot, oll, wh**  **dot, doll, when** | **og, oc, oo,**  **frog, clock, look** |   Letters which are not joined at this stage: **b, f, g, j, p, q, r, s, x, y, z** |

**Handwriting in Year 2**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The main aim during this year is for children to begin to develop an easy and clear handwriting style which can become fluent and automatic. This will help to prepare children for writing and spelling tasks during the school year.   * form lower-case letters of the correct size relative to one another -use spacing between words that reflects the size of the letters. * write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters * Letter formation of capitals and small letters should now be familiar and secure.  |  |  |  |  | | --- | --- | --- | --- | | **New joins** | **Break letters: b, g, j, p, y, x, z** | **Joins from q:** | **quick, quiet, queen** | | **Joins to and from r:** | **ran, her, hurry** | | **Joins to and from s:** | **has, sent, class** | | **Joins from f:** | **far, fluffy** | |

**Writing in Year 2**

|  |  |
| --- | --- |
| Pupils should be taught to: 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: | * 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 * [for example, ends of sentences punctuated correctly] |
| Read aloud what they have written with appropriate intonation to make the meaning clear | |