

YEAR 2

NB: Practise and consolidate YR and 1 lists

NC terminology for children: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present), apostrophe, comma

TEXT LEVEL: Connecting words and phrases, cohesion and paragraphing	SENTENCE LEVEL: structure and punctuation	WORD LEVEL: Vocabulary and spelling	LANGUAGE EFFECTS
<p>Orally retell stories and non-fiction texts in correct sequence. Allow time during the Imitation phase for children to fully internalise a text. Innovate known story, <u>substituting</u> new characters, settings etc. as well as <u>adding</u> new ideas, description and events</p> <p>Plan and/or orally rehearse before writing. Use shared and guided writing.</p> <p>Group sentences into clear sections: beginning, middle, end for narrative and given structure for non-narrative. 'Chunk/box up' known story into beginning, middle and end. Use as a generic model to plan new story, e.g. story mountain.</p> <p>Use adverbial openers in texts both orally and in writing. Adverbials can be single words (adverbs) or phrases. They qualify verbs answering: – When? Time connectives <i>many years ago... suddenly, in the end, as</i></p>	<p>Orally internalize, recognize and begin to explore a wider range of sentences in context: draw from oral and written models and explore their purpose and effect on the reader.</p> <p>Use compound sentences join two or more simple sentences together using <i>and, but, or, so</i> (co-ordinating conjunctions)</p> <p>Introduce the idea that the balance of two (or more) sentences is equal, they both have a verb and a complete idea and make sense on their own. <i>The children played on the swings and they slid down the slide.</i></p> <p>Use conjunctions to help add information and extend ideas. Complex sentences: <i>because, as, when, if, that, then</i> (subordinating conjunctions) – <i>The Little Red hen went outside <u>because</u> she wanted to plant some corn.</i> – <i>We put on our coats when we go</i></p>	<p>Use vocabulary appropriate to the context:</p> <ul style="list-style-type: none"> – A developing bank of story phrases: <i>A long, long time ago; In a faraway land...; down the road, the giant strode</i> – Simple but precise technical vocabulary related to topic: <i>a slice of bread; microwave; grill</i> <p>Increase the range of prepositions used: <i>behind, above, along, after, between, before</i></p> <p>Use a greater range of adjectives : <i>enormous; fierce; gloomy shimmering etc.</i></p> <p>Include simple expanded noun phrases:</p> <ul style="list-style-type: none"> – add more than one adjective: <i>the gigantic, scary woman</i> – add precision <i>a jam sandwich; the plastic wheel; three chimneys</i> – add determiners: <i>more dragons; some flowers</i> 	<p>Use alliteration to describe e.g. <i>one wet wellington; free phone; several silent, slithering snakes.</i></p> <p>Use similes using <i>like...</i> ... <i>like sizzling sausages</i> ... <i>hot like a fire</i> Using <i>as...as...</i> <i>As quiet as a snow falling among the trees</i> <i>As mean as a miser</i> Using <i>than</i> <i>Heavier than a bucket of bricks</i></p> <p>Use comparative and superlative adjectives for precision and effect: <i>big-bigger-biggest</i> and experiment with intensifying adjectives for words like <i>rainy, fearful</i> etc. e.g. <i>more, very, most, slightly, rather</i> etc.</p> <p>Use generalisers for information, Build these into non-fiction imitation e.g. <i>most dogs...some cats...</i></p>

<p><i>soon as...</i></p> <ul style="list-style-type: none"> – Where? Prepositional phrases <i>under the bridge.</i> – How? Adverbs <i>heavily, slowly, wearily, luckily, unfortunately</i> <p>Introduce more complex connectives, e.g. <i>although, however, whenever</i></p> <p>Use past and present tenses consistently both orally and in writing. Some children may need to be explicitly taught irregular past tense of some verbs <i>catch/caught, creep/crept, find/found, go/went.</i></p> <p>Use first and third person consistently. Use shared reading and writing to demonstrate the use of the first person in recounts and, generally, the third person in narratives.</p> <p>Use pronouns correctly to refer to the relevant noun Pronouns often replace a noun or noun phrase and help to avoid repetition.</p> <p>Tell and write, thinking of audience and purpose. Reread and listen for the effect on the reader.</p>	<p><i>outside.</i></p> <ul style="list-style-type: none"> – <i>The mouse ate the cheese as he was very hungry.</i> <p>Add information using a ‘who’ clause <i>Once upon a time there was a little old woman who lived in a forest..., There are many children who like to eat ice cream.</i></p> <p>Experiment with length of sentences <u>Long sentences</u> to add description or information. Use <u>short sentences</u> for emphasis or to grab the reader’s attention. <i>The Princess smiled sweetly and then disappeared into the golden, glass carriage.Stop right there!</i></p> <p>Use ‘patterns of 3’ sentences for description. <i>Elephants have large ears, long trunks and a tiny tail.</i></p> <p>Use imperatives / commands <i>Whisk the eggs quickly....Sprinkle sugar carefully...</i></p> <p>Punctuation:</p> <ul style="list-style-type: none"> – commas to separate items in a list – Introduce speech marks – Apostrophes to mark contractions: <i>You <u>can’t</u> catch me....</i> – Exclamations! For drama and clarity. – Questions to draw in the reader? 	<p>Use a range of pronouns correctly</p> <ul style="list-style-type: none"> – personal: <i>me, you, him, her, us, them</i> – possessive: <i>his, her, their, mine, yours</i> <p>Use adverbial phrases</p> <ul style="list-style-type: none"> – to say when something is happening: <i>first, next, after that, in the morning; at dinner-time; on Friday night</i> – more adverb starters: <i>After a while, As soon as, Before, Immediately, The next day; One fine day...</i> <p>Use a greater range of verbs for precision and clarity e.g. synonyms for said /went/came/got/look: <i>shouted, whispered/ chased; hurried, scampered; grabbed, gripped; stared, peered.</i></p> <p>Use the regular past tense accurately.</p> <p>Use generalisers for information: <i>Most dogs.... Some cats....</i></p> <p>Use a range of suffixes to make:</p> <ul style="list-style-type: none"> – nouns e.g. <i>–ness, –er, –tion</i> – adjectives e.g. <i>–ful, –less –like, –ish</i> – comparatives and superlatives <i>–er est,</i> 	<p>In persuasive writing, use strong, positive language and exaggeration to appeal to the reader.e.g. <i>We must be allowed to go outside because it is such a beautiful day. This chocolate bar will be the best you have ever tasted. If you owned these shoes they would change your life!</i></p> <p>Think about the effect on the reader, e.g. similes build a picture, alliteration creates sound effect and makes a phrase memorable.</p>
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