

English Overview – Writing: VGP						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	English Genre Based Projects: Stories with a familiar setting (Y1/2) Instructions/labels (Y2) Sense poems (Y1) Acrostic poems (Y2)	English Genre Based Projects: Poems - pattern (Y1/2) Recount (Y1/2) Narrative recount (Y1/2)	English Genre Based Projects: Information texts (Y1/2) Fantasy stories (Y1) Diary (Y2)	English Genre Based Projects: Traditional tales (Y1/2)	English Genre Based Projects: Cultural traditional tales (Y1/2) Non chronological reports (Y1/2)	English Genre Based Projects: Fantasy worlds (Y1/2) Diary extracts (Y1/2) Poems - rhyme (Y1/2)
Y1	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words beginning to punctuate sentences using a full stop How words can combine to make sentences Separation of words with spaces	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Sequencing sentences to form short narratives Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Sequencing sentences to form short narratives Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Sequencing sentences to form short narratives Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping,</i>	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Sequencing sentences to form short narratives How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing</i> :

			meaning of the noun		helped, helper)	untie the boat]
Y1 Terminology (to be taught and used in discussion of work through out the year)						
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark						
Y2	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, command coordination (compound sentences) using or, and, or but some features of written Standard English <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Formation of nouns using suffixes such as <i>-ness, -er</i></p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, command coordination (compound sentences) using or, and, or but some features of written Standard English <p>Use of the progressive form of verbs in the present and past tense to mark actions in</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for

	<p>and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p>	<p>progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p> <p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p>	<p>including the progressive form</p> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p>	<p>example, the blue butterfly]</p> <ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>some features of written Standard English Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p> <ul style="list-style-type: none"> 	<p>past tenses correctly and consistently including the progressive form</p> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>example, the blue butterfly]</p> <ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
<p align="center">Y2 Terminology (to be taught and used in discussion of work through out the year)</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>						