

Year 2

Fiction and poetry text types

Stories with familiar settings
Stories by significant authors
Poems with patterns
Silly poems

Non-fiction text types

Instructions
Recounts
Information texts

Terminology – words they will be learning during the year

Finger spaces

Letter

Word

Sentence

Full stops

Capital letter

Simile – 'like'

Punctuation

Question mark

Exclamation mark

Speech bubble

Bullet points

Singular/ plural

Adjective

Verb

Connective

Alliteration

Simile – 'as'

Present and past tense

Word structure / Vocabulary development	Sentence structure	Text structure
<p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> Similes using 'like' e.g. ... <i>like sizzling sausages, ...hot like a fire</i></p> <p>2 adjectives to describe the noun e.g. <i>The scary, old woman...</i> Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i></p> <p>Generalisers for information, e.g. <i>Most dogs..., Some cats...</i></p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p> <p>Apostrophes to mark contracted forms e.g. <i>don't, can't</i></p>	<p>Types of sentences:</p> <ul style="list-style-type: none"> • Statements (link to full stops) • Questions (link to question marks) • Exclamations (link to exclamation marks) • Commands (link to exclamation marks) <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Embellished simple sentences using:</p> <ul style="list-style-type: none"> • adjectives e.g. <i>The boys peeped inside the dark cave.</i> • adverbs e.g. <i>Tom ran quickly down the hill.</i> <p>Secure use of compound sentences (coordination) using coordinating conjunctions <i>and/ or / but / so</i></p> <p>Complex sentences (subordination) using: Drop-in relative clause with <i>who/which</i> e.g. <i>Sam, who was lost, sat down and cried.</i> <i>The Vikings, who came from Scandinavia, invaded Scotland.</i> <i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p> <p>Additional subordinating conjunctions <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use of long sentences to add description or information and use of short sentences for emphasis.</p>	<p>Fiction:</p> <p>Develop children’s exposure to a range of fictional stories. Secure children’s understanding of story structure- beginning /middle /end to a story using planning tools such as boxing up, story maps, story mountains etc. Plan opening around character(s), setting, time of day and type of weather.</p> <p>Develop children’s understanding of the 5 parts of a story with more complex vocabulary:</p> <ul style="list-style-type: none"> • Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i> • Build-up e.g. <i>Later that day</i> • Problem / Dilemma e.g. <i>To his amazement, ... Suddenly, ...</i> • Resolution e.g. <i>As soon as</i> • Ending e.g. <i>Luckily, Fortunately,</i> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-fiction: Expose children to a range of non-fiction texts, using labels, instructions, captions, lists and recounts, explanations, non-chronological reports.</p> <p>Develop children’s understanding of non-fiction structure using planning tools such as boxing up, text maps, washing lines etc.</p> <p>Develop children’s understanding of non-fiction structure:</p> <ul style="list-style-type: none"> • Introduction: Heading, hook to engage reader, factual statement /definition, opening question.

	<p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p>	<ul style="list-style-type: none">• Middle section(s) Group related ideas / facts into sections, use sub headings to introduce sections, use of lists and bullet points for facts, diagrams• Ending Make final comment to reader, extra tips/ Did-you-know? facts / True or false? <p>Secure use of present tense versus past tense throughout text types. Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>
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