Year 2 Autumn

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| Spelling | Handwriting | Punctuation | | | Grammar | | | |
| Pupils should be taught to spell:   * Words where ‘dge’ makes a /j/ sound * Words where ‘ge’ makes a /j/ sound * Words where ‘g’ makes a /j/ sound * Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’ * Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words * Common exception words: door, floor, poor, find, kind, mind, behind, child, children, because * Words where ‘wr’ makes a /r/ sound at the beginning of words * Words ending in ‘le’ * Words ending in ‘el’ * Words ending in ‘al’ * Words ending in ‘il’ * Common exception words: wild, climb, most, only, both, old, cold, hold, gold, told * Common exception words: move, prove, improve, sure, sugar, eye, could, should, would, who, money, Mr, Mrs, parents, Christmas * Words where ‘y’ makes an /igh/ sound | Pupils should revise and be secure:   * Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) * Form capital letters correctly – awareness for name and beginning of a sentence (Y1) * Form digits 0-9 (Y1) * Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. (Y1)   Pupils should be taught to:   * Use spacing between words that reflects the size of the letters (Y2) * Form lower case letters of the correct size relative to one another * Use some of the diagonal and horizontal strokes used to join letters * Understand which letters are best left unjoined * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters | | | Pupils should revise and be secure:   * Begin to use exclamation marks (Y1) * Begin to use question marks (Y1) * Use capital letters for names (Y1) * Use capital letters for the personal pronoun I (Y1) * Use capital letters for days of the week (Y1) * Use capital letters for places (Y1)   Pupils should be taught to:   * Use familiar punctuation correctly | | Pupils should revise and be secure:   * Join words in a written sentence with clauses using ‘and’ (Y1) * Sequence sentences to form short narratives (Y1) * Know and use a range of nouns and adjectives (Y1) * Begin to use some of the distinctive features of Standard English in their writing (Y1)   Pupils should be taught to:   * Use subordination (using when, if, that or because) and co-ordination (or, and or but) * Expanded noun phrases to describe and specify * Use the present and past tenses correctly and consistently, including the progressive form * Know that suffixes can be added to verbs where a change is needed * Use sentences with different forms: statement, question, command, exclamation | | |
| Composition | | | Context and Purpose | | | | Terminology | |
| Pupils should revise and be secure:   * Sequencing sentences to form short narratives (Y1) * Discuss what they have written with the teacher or other pupils (Y1) * Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear (Y1)   Pupils should be taught to:   * Develop positive attitudes towards and stamina for writing * Write a narrative about personal experiences and those of others * Write poetry * Write for different purposes * Plan or say out loud what they are going to write about * Encapsulate what they want to say sentence by sentence * Write down ideas or key words, including new vocabulary * Re-read own writing to check that their writing makes sense and that verbs to indicate time are used consistently and correctly * Proof-read to check for errors in spelling, grammar and punctuation * Develop their ideas through drama and role-play * Select and use appropriate registers for effective communication * Gain, maintain and the interest of the listeners * Read aloud what they have written with appropriate intonation to make the meaning clear | | | **The Dark**  Write a description of the dark house  Retell the story of the dark in the present tense  Write their own story about overcoming a fear  Write a poem based on the wind  **Winter’s Child**  Writing captions for photographs  Write a description of the forest  Write a sense poem  **Catch it**  Write a character description of an animal  Write a recount of the story in the past tense  Write and perform a commentary of the film  **Zahra**  Write a character description of Zahra  Write the opening of Zahra  Write a story based on Zahra in the third person | | | | capital letter  sentence  punctuation  full stop  exclamation mark  question mark  noun  adjective  verb  expanded noun phrase  conjunction  personal pronoun  suffix  adverbials of time | subordination  co-ordination  present tense  past tense  future tense  similes  statement  question  command  exclamation  genre  third person  first person  noun phrase |

Year 2 Spring

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| Spelling | Handwriting | Punctuation | | Grammar | | |
| Pupils should be taught to spell:   * Words where ‘-es’ is added to words ending in ‘y’ * Words where ‘-ed’ is added to words ending in ‘y’ * Words where ‘-er’ and ’-est’ are added to words ending in ‘y’ * Words where ‘-ing’ is added to words ending in ‘e’ * Common exception words: every, everybody, even, great, break, steak, pretty, beautiful, after, fast * Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e' * Words where ‘-ing’ is added to single syllable words * Words where ‘-ed’ is added to single syllable words * Words where ‘a’ makes an /or/ sound * Common exception words: last, past, father, class, grass, pass, plant, path, bath, rather | Pupils should revise and be secure:   * Use spacing between words that reflects the size of the letters (Y2)   Pupils should be taught to:   * Use spacing between words that reflects the size of the letters (Y2) * Form lower case letters of the correct size relative to one another (Y2) * Use some of the diagonal and horizontal strokes used to join letters (Y2) * Understand which letters are best left unjoined (Y2) * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (Y2) | Pupils should revise and be secure:   * Use familiar punctuation correctly including full stops, capital letters, exclamation marks and question marks (Y2)   Pupils should be taught to:   * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * Use commas to punctuation expanded noun phrases | Pupils should revise and be secure:   * Know that suffixes can be added to verbs when no change is needed in the spelling of the root word (Y1) * Begin to use some of the distinctive features of Standard English in their writing (Y2) * Use subordination (using when, if, that or because) and co-ordination (or, and or but) (Y2) * Expanded noun phrases to describe and specify (Y2) * Use the present and past tenses correctly and consistently, including the progressive form (Y2) * Know that suffixes can be added to verbs where a change is needed (Y2) * Use sentences with different forms: statement, question, command, exclamation (Y2)   Pupils should be taught to:   * Use some features of written Standard English * Form adjectives using suffixes such as -ful, -less * Form noun using suffixes such as -ness * Use suffixes -er and -est in adjectives * Use -ly in Standard English to turn adjectives into adverbs | | | |
| Composition | | Context and Purpose | | | Terminology | |
| Pupils should revise and be secure:   * Develop positive attitudes towards and stamina for writing (Y2) * Plan or say out loud what they are going to write about (Y2) * Encapsulate what they want to say sentence by sentence (Y2) * Write down ideas or key words, including new vocabulary (Y2) * Re-read own writing to check that their writing makes sense and that verbs to indicate time are used consistently and correctly (Y2) * Develop their ideas through drama and role-play (Y2) * Read aloud what they have written with appropriate intonation to make the meaning clear (Y2)   Pupils should be taught to:   * Write a narrative about personal experiences and those of others (Y2) * Write poetry (Y2) * Write for different purposes (Y2) * Proof-read to check for errors in spelling, grammar and punctuation (Y2) * Gain, maintain and the interest of the listeners (Y2) * Evaluate their writing with the teacher and other peers | | **The Day the Crayons Quit (Modern) (LS)**  Purpose – writing to inform  Audience – write a letter of complaint to the class from another classroom item  **Our King Charles (Historical)**  Purpose – write to inform  Audience – write an information text about King Charles for display  **Adventures are the Pits (LS) (film clip)**  Purpose – writing to inform  Audience – write an invite to Y1 for a party  Purpose – writing to entertain  Audience – write an action story for a class book  **What is Pink? poem – Christina Rossetti**  Purpose – writing to entertain  Audience – write a poem for a class anthology | | | capital letter  punctuation  full stop  exclamation mark  question mark  noun  adjective  verb  expanded noun phrase  noun phrase  subordination  co-ordination  present tense  past tense  similes  statement | question  command  exclamation  genre  third person  first person  conjunction  personal pronoun  imperative verb  plural / singular  suffix  apostrophe  Standard English  comma  adverb  time conjunctions |

Year 2 Summer

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| Spelling | Handwriting | Punctuation | | Grammar | | |
| Pupils should be taught to spell:   * Words where ‘o’ makes an /u/ sound * Words where the digraph ‘ey’ makes an /ee/ sound * Words where ‘a’ makes an /o/ sound * Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound * Words where ‘si’ and ‘s’ makes an /zh/ sound * Words ending in ‘-ment’ and ‘-ness’ (Y2) * Words ending in ‘-ful’ and ‘-less’ (Y2) * Words that are homophones   or near homophones   * Words ending in ‘-tion’ * Words with an apostrophe for contraction (Y2) * Words with an apostrophe for possession (Y2) * Common exception words: whole, any, many, clothes, busy, people, water, again, half, hour | Pupils should revise and be secure:   * Use spacing between words that reflects the size of the letters (Y2)   Pupils should be taught to:   * Use spacing between words that reflects the size of the letters (Y2) * Form lower case letters of the correct size relative to one another (Y2) * Use some of the diagonal and horizontal strokes used to join letters (Y2) * Understand which letters are best left unjoined (Y2) * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (Y2) | Pupils should revise and be secure:   * Use familiar punctuation correctly including full stops, capital letters, exclamation marks and question marks (Y2) * Use commas to punctuation expanded noun phrases (Y2)   Pupils should be taught to:   * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (Y2) * Use commas to separate items in a list | | Pupils should revise and be secure:   * Know that suffixes can be added to verbs where a change is needed (Y2) * Use sentences with different forms: statement, question, command, exclamation (Y2) * Use some features of written Standard English (Y2) * Form adjectives using suffixes such as -ful, -less (Y2) * Form noun using suffixes such as -ness (Y2) * Use suffixes -er and -est in adjectives (Y2) * Use -ly in Standard English to turn adjectives into adverbs (Y2)   Pupils should be taught to:   * Know how a prefix un changes the meaning of verbs and adjectives (Y1) * Expanded noun phrases to describe and specify (Y2) * Use the present and past tenses correctly and consistently, including the progressive form (Y2) * Use subordination (using when, if, that or because) and co-ordination (or, and or but) (Y2) | | |
| Composition | | | Context and Purpose | | Terminology | |
| Pupils should revise and be secure:   * Develop positive attitudes towards and stamina for writing (Y2) * Plan or say out loud what they are going to write about (Y2) * Encapsulate what they want to say sentence by sentence (Y2) * Write down ideas or key words, including new vocabulary (Y2) * Re-read own writing to check that their writing makes sense and that verbs to indicate time are used consistently and correctly (Y2) * Read aloud what they have written with appropriate intonation to make the meaning clear (Y2)   Pupils should be taught to:   * Write a narrative about personal experiences and those of others (Y2) * Write for different purposes (Y2) * Proof-read to check for errors in spelling, grammar and punctuation (Y2) * Gain, maintain and the interest of the listeners (Y2) * Evaluate their writing with the teacher and other peers (Y2) * Develop their ideas through drama and role-play (Y2) | | | **Somebody swallowed Stanley (Modern/environmental)**  Purpose – Writing to entertain  Audience – Write a prequal of how Stanley ended up in the ocean for display  Purpose – writing to persuade  Audience – write a persuasive letter to the government  **Tadpole’s Promise (Modern)**  Purpose – writing to entertain  Audience – write own story for class anthology  Purpose – writing to inform  Audience – write a love letter to Tad from the Caterpillar  **Snack Attack (LS) (film clip)**  Purpose – writing to inform  Audience – write a recount from the character’s perspective | | capital letter  punctuation  full stop  exclamation mark  question mark  noun  adjective  verb  expanded noun phrase  noun phrase  subordination  co-ordination  present tense  past tense  similes  statement  comma | question  command  exclamation  genre  third person  first person  conjunction  personal pronoun  imperative verb  plural / singular  suffix  apostrophe  Standard English  comma  adverb  time conjunctions  fact  opinion  synonyms  dialogue |