Year 2 Autumn

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spelling** | **Handwriting** | | **Punctuation** | **Grammar** | | |
| Pupils should be taught to spell:   * Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words * Words where ‘wr’ makes a /r/ sound at the beginning of words * Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’ * Words where ‘dge’ and ‘ge’ makes a /j/ sound * Words where ‘g’ makes a /j/ sound * Common exception words: door, floor, again, wild, children, climb, parents, most only, both * Words ending in ‘le’ * Words ending in ‘el’ * Words ending in ‘al’ and ‘il’ * Words where ‘y’ makes an /igh/ sound * Words where ‘-ies’ is added to words ending in ‘y’ * Common exception words: find, mind, behind, old, cold, gold, hold, told, every, everybody, Christmas | * Use spacing between words that reflects the size of the letters * 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 | | * Use familiar punctuation correctly including full stops, capital letters (including proper nouns and pronoun ‘I’), exclamation marks and question marks * Use commas to punctuation expanded noun phrases | * Begin to use some of the distinctive features of Standard English in their writing * Know that suffixes can be added to verbs where a change is needed to a root word * Use sentences with different forms: statement, question, command, exclamation * Use suffixes -er and -est in adjectives * Know how a prefix un changes the meaning of verbs and adjectives * Expanded noun phrases to describe and specify * Use the present and past tenses correctly and consistently, including the progressive form * Use co-ordination (or, and or but) * Know that some nouns are formed by compounding | | |
| **Texts for the Term** | | **Composition** | | | **Terminology** | |
|  | | * Sequencing sentences to form short narratives * Discuss what they have written with the teacher or other pupils * 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 * Plan what they are going to write about * Develop their ideas through drama and role-play * 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 * Select and use appropriate registers for effective communication * Read aloud what they have written with appropriate intonation to make the meaning clear | | | 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 |

Year 2 Spring

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Spelling** | **Handwriting** | **Punctuation** | **Grammar** | | |
| * Words where ‘-ed’, ‘er’ or ‘est’ is added to words ending in ‘y’ * Words where ‘-ing’ is added to words ending in ‘y * Words where ‘ing’, ‘ed’, ‘er’, ‘est’ and ‘y’ are added to words ending in e with a consonant before it. * Words where ‘-ing, ‘ed’, ‘er’, ‘est’ and ‘y’ are added to single syllable words * Words where ‘a’ makes an /or/ sound before ‘l’ or ‘ll’. * Common exception words: fast, last, father, class, grass, pass, plant, path, bath, people * Words where ‘o’ makes an /u/ sound * Words where the digraph ‘ey’ makes an /ee/ sound * Words where ‘a’ makes an /o/ sound after w or qu. * Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound * Words where ‘si’ and ‘s’ makes an /zh/ sound * Common exception words: even, break, steak, great, move, prove, improve, sure, sugar, eye | * 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 | * Use familiar punctuation correctly including full stops, capital letters (including proper nouns and pronoun ‘I’), exclamation marks and question marks * Use commas to punctuation expanded noun phrases * Use commas to separate items in a list | * Know that suffixes can be added to verbs where a change is needed to a root word * Use sentences with different forms: statement, question, command, exclamation * Use suffixes -er and -est in adjectives * Know how a prefix un changes the meaning of verbs and adjectives * Expanded noun phrases to describe and specify * Use the present and past tenses correctly and consistently, including the progressive form * Use co-ordination (or, and or but) * Know that some nouns are formed by compounding * Use some features of written Standard English * Form adjectives using suffixes such as -ful, -less * Use -ly in Standard English to turn adjectives into adverbs * Form noun using suffixes such as -ness * Use subordination (using when, if, that or because) | | |
| **Texts for the Term** | | **Composition** | | **Terminology** | |
|  | | * Develop positive attitudes towards and stamina for writing * 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 * Develop their ideas through drama and role-play * Read aloud what they have written with appropriate intonation to make the meaning clear * Write a narrative about personal experiences and those of others * Write poetry * Write for different purposes * Proof-read to check for errors in spelling, grammar and punctuation * Gain, maintain and the interest of the listeners * Evaluate their writing with the teacher and other peers | | 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 |

Year 2 Summer

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spelling** | **Handwriting** | **Punctuation** | | **Grammar** | | |
| * Words ending in ‘-ment’, ‘ful’ and ‘-ness’ * Words ending in ‘-ly’ and ‘-less’ * Words ending in ‘-tion’ * Contractions * Possessive apostrophe * Common exception words: any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind * Words that are homophones   or near homophones   * Conjunctions * Months of the year * Time words * Question words * SPAG terms | * Use some of the diagonal and horizontal strokes used to join letters * Understand which letters are best left un-joined * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters | * Use familiar punctuation correctly including full stops, capital letters (including proper nouns and pronoun ‘I’), exclamation marks and question marks * Use commas to punctuation expanded noun phrases * Use commas to separate items in a list * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | | * Know that suffixes can be added to verbs where a change is needed to a root word * Use sentences with different forms: statement, question, command, exclamation * 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 * Know how a prefix un changes the meaning of verbs and adjectives * Expanded noun phrases to describe and specify * Use the present and past tenses correctly and consistently, including the progressive form * Use subordination (using when, if, that or because) and co-ordination (or, and or but) * Know that some nouns are formed by compounding | | |
| **Texts for the Term** | | | **Composition** | | **Terminology** | |
|  | | | * Develop positive attitudes towards and stamina for writing * 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 * Read aloud what they have written with appropriate intonation to make the meaning clear * Write a narrative about personal experiences and those of others * Write for different purposes * Proof-read to check for errors in spelling, grammar and punctuation * Gain, maintain and the interest of the listeners * Evaluate their writing with the teacher and other peers * Develop their ideas through drama and role-play | | 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 |