

Year 2

Writing <i>Transcription - Spelling</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:						
Spell by:						
<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 						
<ul style="list-style-type: none"> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones 						
<ul style="list-style-type: none"> learning to spell common exception words 						
<ul style="list-style-type: none"> learning to spell more words with contracted forms 						
<ul style="list-style-type: none"> learning the possessive apostrophe (singular) [for example, the girl's book] 						
<ul style="list-style-type: none"> distinguishing between homophones and near-homophones 						
add suffixes to spell longer words, including –ment						
add suffixes to spell longer words, including –ness						
add suffixes to spell longer words, including –ful						
add suffixes to spell longer words, including –less						
add suffixes to spell longer words, including –ly						
apply spelling rules and guidance, as listed in English Appendix 1						
write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.						

Writing <i>Transcription - Handwriting</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:						
form lower-case letters of the correct size relative to one another						
start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, 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 spacing between words that reflects the size of the letters						

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Writing <i>Composition</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:						
develop positive attitudes towards and stamina for writing by:						
<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) 						
<ul style="list-style-type: none"> writing about real events 						
<ul style="list-style-type: none"> writing poetry 						
<ul style="list-style-type: none"> writing for different purposes 						
consider what they are going to write before beginning by:						
<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 						
<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary 						
<ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence 						
make simple additions, revisions and corrections to their own writing by:						
<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 						
<ul style="list-style-type: none"> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 						
<ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 						
read aloud what they have written with appropriate intonation to make the meaning clear						

Writing <i>Vocabulary, grammar and punctuation</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:						
develop their understanding of the concepts set out in English Appendix 2 by learning how to use familiar and new punctuation (see English Appendix 2), including :						
<ul style="list-style-type: none"> full stops, capital letters, exclamation marks and question marks 						
<ul style="list-style-type: none"> commas for lists 						
<ul style="list-style-type: none"> apostrophes for contracted forms 						
<ul style="list-style-type: none"> apostrophes for the possessive (singular) 						
learn how to use:						
<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command 						
<ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] 						
<ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form 						

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<ul style="list-style-type: none">• subordination (using when, if, that, or because)						
<ul style="list-style-type: none">• co-ordination (using or, and, or but)						
<ul style="list-style-type: none">• the grammar for year 2 in English Appendix 2						
<ul style="list-style-type: none">• some features of written Standard English						

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Appendix 2: Year 2 <i>Vocabulary, grammar and punctuation</i>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:							
Word	form nouns using suffixes such as –ness, –er						
Word	form nouns by compounding (for example, whiteboard, superman)						
Word	form adjectives using suffixes such as –ful and -less						
Word	use the suffixes –er and –est in adjectives						
Word	use –ly in Standard English to turn adjectives into adverbs						
Sentence	Subordination (using when, if, that, because)						
Sentence	co-ordination (using or, and, but)						
Sentence	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]						
Sentence	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command						
Text	Correct choice and consistent use of present tense and past tense throughout writing						
Text	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]						
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences						
Punctuation	Commas to separate items in a list						
Punctuation	Apostrophes to mark where letters are missing in spelling						
Punctuation	Apostrophes to mark singular possession in nouns [for example, the girl's name]						
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading:							
	• noun / noun phrase						
	• statement						
	• question						
	• exclamation						
	• command						
	• compound						
	• suffix						
	• adjective						
	• adverb						
	• verb						
	• past tense						
	• present tense						
	• apostrophe						
	• comma						

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Reading <i>Word Reading</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:	Covered in Read write Inc. and Year 2 Read Write Inc. Comprehension					
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent						
read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes						
read accurately words of two or more syllables that contain the same graphemes as above						
read words containing common suffixes						
read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word						
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered						
read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation						
re-read these books to build up their fluency and confidence in word reading						

Reading <i>Comprehension</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:						
develop pleasure in reading, motivation to read, vocabulary and understanding by:						
<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 						
<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 						
<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 						
<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 						
<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry 						
<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary 						
<ul style="list-style-type: none"> discussing their favourite words and phrases 						
<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 						
understand both the books that they can already read accurately and fluently and those that they listen to by:						
<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 						
<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 						
<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 						
<ul style="list-style-type: none"> answering and asking questions 						
<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 						

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participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

