

English Curriculum – Year Two – Yearly Overview

Word Structure and Spelling	Text Structure	Sentence Structure
<p>Pupils should be taught to: Revision of phase 5 within phase 6</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /ɹ/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –el at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il The /aɪ/ sound spelt –y at the end of words</p> <p>Formation of nouns using suffixes such as –ness, -er or -ment.</p> <p>Formation of adjectives using suffixes such as –full, -less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives & adverbs within writing. <i>Guidance - The y is changed to i before –es is added.</i> <i>The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii.</i> <i>The only ordinary words with ii are skiing and taxiing.</i> <i>The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added.</i> <i>The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).</i> <i>Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes.</i> <i>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</i></p>	<p>Pupils should be taught to: Write in a range of styles and formats.</p> <p>The consistent use of present tense versus past tense throughout texts.</p> <p>Introduction to the use of future tense.</p> <p>Use of the progressive 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> <p>Headings and sub-headings to aid presentation.</p> <p>Introduction to paragraphs as a way to group related material.</p>	<p>Talking into Writing</p> <p>Pupils should be taught to: In writing begin use subordination (using when, if, that or because) and co-ordination (using or, and, but).</p> <p>Use expanded noun phrases for description and specification (e.g. <i>the ferocious tiger, the man on the moon, the boy lived down the road</i>).</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Similes using ...like... e.g. ...like sizzling sausages ...hot like a fire</p> <p>Use of the progressive 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> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p>

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<p><i>Exceptions:</i> (1) <i>argument</i> (2) <i>root words ending in a consonant letter followed by y – see above.</i></p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. <u>a</u> rock, <u>an</u> apple).</p> <p>Introduction of homophones and near homophones</p> <p>Contractions <i>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.</i></p>	<p>Punctuation</p> <p>Pupils should be taught to: Use capital letters, full stops, question marks, exclamation marks consistently.</p> <p>Consistently use capital letter for proper nouns: people, places, days of the week and the personal pronoun I.</p> <p>Continue to use commas to separate items in a list (within a sentence).</p> <p>Begin to use commas after fronted adverbials (openers) e.g. First, Once upon a time, Early one morning, silently.</p> <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Apostrophes to mark contracted forms in spelling and to mark singular possession in nouns (e.g. <i>The girl's name</i>).</p>	
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Handwriting	Composition
<p>Pupils should be taught to: Form lower case letters of the correct size relative to one another.</p> <p>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 un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Consolidate the school handwriting mantras for each group of letters:</p> <ul style="list-style-type: none"> - Rocking Round letters (a,c,d,e,f,g,o,q,s) - Bridge Letters (b, h, k, m, n, p, r) - Climb and Slide letters (l, j, l, t, u, y) - Diagonal letters (v, w, x, z) <p>See the school Handwriting policy, guidelines and mantras document.</p>	<p>Pupils should be taught: To make simple notes from non-fiction texts e.g. key words and phrases, page references, headings, to use in subsequent writing.</p> <p>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales and use these to support their writing.</p> <p>Continue to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make the meaning clear and use these to support their writing.</p> <p>Develop positive attitudes and stamina towards writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional, to write sustained stories using their knowledge of story elements: narrative, settings, characterisation, demarcated dialogue and the language of story). • alternative endings, introduce a new character, use a basic story plot and create their own version. • writing about real events (recounts e.g diaries, simple newspaper reports linked to topics and interest). • writing poetry (compose own poems using initial jottings and words and carefully selected sentences and imagery). Use structures from poems (e.g. riddles, tongue twisters, humorous, well known and those with familiar settings, onomatopoeia) as a basis, by extending or substituting elements for inventing their own lines and verses. • writing for different purposes (chronological, non-chronological texts, recounts, instructions, fact files using simple structures, simple flow charts or diagrams that explain a process). • to create alphabetically ordered texts (e.g. simple glossary, index, dictionaries relating to special interest words). • to use a range of organisational devices (bullet points, headings/sub-headings, numbering, diagrams, captions, hyperlinks). <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • beginning to organise paragraphs. <p>Use descriptive language such as alliteration, similes using like, two adjectives to describe the noun, adverbs for description eg snow fell gently.</p> <ul style="list-style-type: none"> • include more developed story language e.g. In a land far away, One cold but bright morning, Later that day, To his amazement, As soon as, Luckily. • drawing from oral retelling drop in relative clause: who eg Sam, who was lost, sat down and cried.

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	<ul style="list-style-type: none"> • use a variety of sentence openers • list of three for description eg He wore old shoes, a dark cloak and a red hat. <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • 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 • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • reading aloud (to the group or whole class) what they have written with appropriate intonation to make the meaning clear. • use and retell poems, traditional and pattern stories as models for their own writing (by substituting words or elaborating on the text). • beginning to present a point of view in writing.
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Spoken Language	Word Reading	Comprehension
<p>Pupils should be taught to:</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Give and explain answers, thoughts and opinions in detail</p> <p>Give descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in conversations and discussions.</p>	<p>Pupils should be taught to:</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences</p>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and

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<p>Use spoken language to develop understanding through imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English and use appropriate intonation.</p> <p>Participate in discussions, presentations, performances, role play</p> <p>Gain and maintain the interest of the listener(s)</p>	<p>between spelling and sound and where these occur in the word including silent letters</p> <p>Locate words containing apostrophes and understand its use for contractions</p> <p>Identify compound words in their reading</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Locate new words and make collections of new words linked to personal interest and topics</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>vocabulary provided by the teacher</p> <ul style="list-style-type: none"> • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • 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.
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Terminology	Text Type Coverage
<p>(Teach the concept then provide the language) Paragraphs Apostrophes Suffix Prefix Direct speech Inverted Commas (Speech Marks) Homophone Noun phrase Statement Command Compound sentence Future tense</p>	<p>Read a range of:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Stories in familiar settings - problem and resolution • Traditional tales using dialogue • Traditional tales from other cultures – story endings • Fantasy stories • Stories by the same author <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Postcards and letters • Information texts for research • Instructions • Recounts • Fact files • Diary entries <p>Poetry:</p> <ul style="list-style-type: none"> • Traditional songs and repetitive poems for performance • Riddles • Haikus • Poems on a theme – list poems

Year 2 – Talking to writing (Think it, say it, write it, check it).

This Long Term Plan is a progression across Year 2. Some pupils will be capable of moving onto Year 3 expectations.

Teachers need to use the additional guidance in the New National Curriculum document to support them with planning and delivery of the Year 2 curriculum.