



Handwriting objectives to be taught throughout the year...

| Year 2 Programme of study (statutory requirement) | Notes and guidance (non-statutory) |
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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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 un-joined• 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. | <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p> |



| <p><u>Autumn 1</u> <u>Fire and Ice</u> Book: Little Red Riding Hood (2 weeks) Samuel Pepys Diary (2 weeks) If all the World Were... (BHM) (1 week)</p> | <p>Autumn Year 2 Objectives</p> |
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| <p>Week 1 Recount (Summer holiday)</p> | <p>VG&P</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks • Use adjectives • Write in past tense or present tense correctly • use time conjunctions <p>Composition</p> <ul style="list-style-type: none"> • write about real events, recording these simply and clearly • writing narratives about personal experiences |
| <p>Week 2 & 3 Little Red Traditional Tale</p> <p>Extended piece</p> | <p>Spoken language</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions <p>Reading</p> <ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <p>VG&P</p> <ul style="list-style-type: none"> • use full stops and capital letters • Use adjectives • Write in past tense or present tense correctly • Comma in list <p>Composition Writing narratives about fictional events</p> |
| <p>Week 4 & 5 Great Fire of London Diary- real event</p> | <p>VG&P</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks |



Extended piece

- use time conjunctions

Composition

- write about real events, recording these simply and clearly

Spoken language

- Listen to other's recounts and ask relevant questions.
- Describe incidents from own experience in an audible voice

Reading

- Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when*.

Composition

- Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in past tense and first person.
- use sequencing words and phrases such as 'then', 'after that'



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| <p>Week 6 Instructions (link to D&T bread making)</p> | <p>Spoken language</p> <ul style="list-style-type: none">• Listen and respond appropriately to their peers <p>Reading</p> <ul style="list-style-type: none">• Being introduce to non-fiction texts that are structured in different ways <p>Composition</p> <ul style="list-style-type: none">• Write for a different purpose (instructions)• Consider what they are going to write by orally rehearsing sentences. <p>VG&P</p> <ul style="list-style-type: none">• Use sentences with different forms: statement, question, exclamation and command.• Use adverbs• Use imperative verbs• Use commas in a list• Use subordination (when, if, that, or, because) and co-ordination (or, and, but) |
| <p>Week 7 (2 days) If all the world were... List Poetry (linked to special person)</p> | <p>Reading</p> <ul style="list-style-type: none">• explore, interpret and respond to poetry• respond to language in poetry <p>Composition</p> <ul style="list-style-type: none">• compose and perform poetry <p>VG&P</p> <ul style="list-style-type: none">• use adjectives• use expanded noun phrases |
| <p>Week 7 (3 days) Instructions Bread around the world</p> | <p>Spoken language</p> <ul style="list-style-type: none">• Listen and respond appropriately to their peers <p>Reading</p> <ul style="list-style-type: none">• Being introduce to non-fiction texts that are structured in different ways <p>Composition</p> <ul style="list-style-type: none">• Write for a different purpose (instructions)• Consider what they are going to write by orally rehearsing sentences. <p>VG&P</p> <ul style="list-style-type: none">• Use sentences with different forms: statement, question, exclamation and command.• Use adverbs• Use imperative verbs• Use commas in a list• Use subordination (when, if, that, or, because) and co-ordination (or, and, but) |
| <p>Week 8</p> | <p>Reading</p> <ul style="list-style-type: none">• explore, interpret and respond to poetry |



Shape poetry (link to
fire)

- respond to language in poetry

Composition

- compose and perform poetry

VG&P

- use adjectives
- use expanded noun phrases



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| <p>Autumn 2 Book: Lost and Found (3 weeks) Emperor's Egg (2 weeks) Christmas story (1 week) Poetry - Out and About (Shirley Hughes)</p> | <p>Autumn Year 2 objectives</p> |
| <p>Week 1 + 2 + 3 Narrative – lost and found Extended write</p> | <p>Composition</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) <p>VG&P</p> <ul style="list-style-type: none"> • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use noun phrases • Use adjectives • Write in past tense or present tense correctly • Learning how to use both familiar and new punctuation correctly including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Use adverbs <p>Reading</p> <ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales |
| <p>Week 4 and 5 Non-fiction – Emperor's Egg Information Non-chronological report Explanation text Extended write Assessed piece</p> | <p>Reading</p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. <p>Spoken language</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge <p>VG&P</p> <ul style="list-style-type: none"> • use relevant strategies to build their vocabulary · articulate and justify answers, arguments and opinions • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • include full stops, capital letters, exclamation marks, question marks |



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| | <p>Composition</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.• write simple, coherent narratives about personal experiences and those of others (real or fictional) |
| <p>Week 6 Narrative – Christmas story (RWB link) Extended write</p> | <p>Composition</p> <ul style="list-style-type: none">• write simple, coherent narratives about personal experiences and those of others (real or fictional) <p>VG&P</p> <ul style="list-style-type: none">• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required• use full stops and capital letters• Use noun phrases• Use adjectives• Write in past tense or present tense correctly• Learning how to use both familiar and new punctuation correctly including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Reading</p> <ul style="list-style-type: none">• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <p>Transcription</p> <ul style="list-style-type: none">• Check and correct some spellings |
| <p>Week 7 Poetry Out and About (Shirley Hughes) [narrative and shape]</p> | <p>Reading</p> <ul style="list-style-type: none">• explore, interpret and respond to poetry• explore rhythm rhyme and patterns in poetry• respond to language in poetry <p>Composition</p> <ul style="list-style-type: none">• compose and perform poetry <p>VG&P</p> <ul style="list-style-type: none">• use adjectives• use expanded noun phrases |





| <p>Spring 1 Heroes of the World Book: Animal fables - The lion and the mouse (2 weeks) Grace and Family (3 weeks)</p> | <p>Spring Year 2 Objectives</p> |
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| <p>Recount (linked to personal experience)</p> | <p>Spoken language</p> <ul style="list-style-type: none">• Listen to other's recounts and ask relevant questions.• Describe incidents from own experience in an audible voice <p>Reading</p> <ul style="list-style-type: none">• Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>. <p>Composition</p> <ul style="list-style-type: none">• Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in past tense and first person.• use sequencing words and phrases such as 'then', 'after that' <p>VG&P</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command |
| <p>Week 1 & 2 The Lion and the mouse Fable (extended write)</p> | <p>VG&P</p> <ul style="list-style-type: none">• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• expanded noun phrases to describe• Use present and past tense mostly correctly <p>Reading</p> <ul style="list-style-type: none">• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <p>Spoken language</p> <ul style="list-style-type: none">• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment• speak audibly and fluently with an increasing command of Standard English <p>Composition</p> |



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| | <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• evaluating their writing with the teacher and other pupils |
| <p>Week 3 Grace and Family Diary</p> | <p>Composition</p> <ul style="list-style-type: none">• Writing about real events• planning or saying out loud what they are going to write about• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>VG&P</p> <ul style="list-style-type: none">• expanded noun phrases to describe and specify [for example, the blue butterfly]• Use exclamative sentences correctly• Use past and present tense correctly• Use questions punctuated correctly <p>Transcription</p> <ul style="list-style-type: none">• learning to spell more words with contracted forms |
| <p>Week 4 Grace and Family Setting description</p> | <p>VG&P</p> <ul style="list-style-type: none">• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)• expanded noun phrases to describe and specify [for example, the blue butterfly]• use co-ordination (e.g. or/ and/ but) and some subordination (e.g. when/ if/ that/ because to join clauses) <p>Transcription</p> <ul style="list-style-type: none">• adding ing to verbs |
| <p>Week 5 Grace and Family Biography (extended write)</p> | <p>VG&P</p> <ul style="list-style-type: none">• learn how to use: the present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>Composition</p> <ul style="list-style-type: none">• Write about real events recording these simply and clearly |



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| | <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 • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Transcription</p> <ul style="list-style-type: none"> • add ed to verbs |
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| <p>Spring 2 Lila and the Secret Rain (1 weeks) Zahra (1 week) One day on our blue planet...in the savannah (2 weeks) Poetry – Kenning</p> | <p>Spring Year 2 Objectives</p> |
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| <p>Week 1 Instructions (hand-washing) (extended write)</p> | <p>Spoken language</p> <ul style="list-style-type: none"> • Listen and respond appropriately to their peers <p>Reading</p> <ul style="list-style-type: none"> • Being introduce to non-fiction texts that are structured in different ways <p>Composition</p> <ul style="list-style-type: none"> • Write for a different purpose (instructions) • Consider what they are going to write by orally rehearsing sentences. <p>VG&P</p> <ul style="list-style-type: none"> • Use sentences with different forms: statement, question, exclamation and command. • Use adverbs • Use imperative verbs • Use commas in a list <p>Use subordination (when, if, that, or, because) and co-ordination (or, and, but)</p> <p>Transcription</p> <ul style="list-style-type: none"> • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter |



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| <p>Week 2 Kenning poetry (World Book Day – poetry focus)</p> | <p>Reading</p> <ul style="list-style-type: none">• 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.• 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>Spoken language</p> <ul style="list-style-type: none">• participate in discussions, presentations, performances, role play, improvisations and debates <p>Transcription</p> <ul style="list-style-type: none">• Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it <p>Composition</p> |
| <p>Week 3 Lila and the Secret Rain Setting Description</p> | <p>VG&P</p> <ul style="list-style-type: none">• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)• expanded noun phrases to describe and specify [for example, the blue butterfly]• use co-ordination (e.g. or/ and/ but) and some subordination (e.g. when/ if/ that/ because to join clauses) <p>Transcription</p> <ul style="list-style-type: none">• spell common exception words |
| <p>Week 4 Zahra Narrative (digital literacy) Assessed write</p> | <p>Composition</p> <ul style="list-style-type: none">• planning or saying out loud what they are going to write about• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>VG&P</p> <ul style="list-style-type: none">• Use expanded noun phrases to describe and specify [for example, the blue butterfly]• Use exclamative sentences correctly• Use past and present tense correctly• Use questions punctuated correctly |



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| | <p>Transcription</p> <ul style="list-style-type: none">learning to spell more words with contracted forms |
| <p>Week 5 One Day on Our Blue Planet... the savannah Non-fiction Information Extended write</p> | <p>Composition</p> <ul style="list-style-type: none">Writing about real eventsplanning or saying out loud what they are going to write about <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 pupilsre-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formproof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Transcription</p> <ul style="list-style-type: none">apostrophe for possession <p>VG&P</p> <ul style="list-style-type: none">Use exclamative sentences correctlyUse past and present tense correctlyUse questions punctuated correctlyUse the punctuation taught in year 1 and 2 correctly |
| <p>Week 6 One Day on Our Blue Planet... the savannah Non-fiction Voice over</p> | <p>Composition</p> <ul style="list-style-type: none">Writing about real eventsplanning or saying out loud what they are going to write about <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 pupilsre-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formproof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Spoken language</p> <ul style="list-style-type: none">use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Transcription</p> <ul style="list-style-type: none">apostrophe for possession <p>VG&P</p> |



- Use exclamative sentences correctly
- Use past and present tense correctly
- Use questions punctuated correctly
- Use the punctuation taught in year 1 and 2 correctly



| Summer 1 Location Location! Explanation – lifecycle James and the Giant Peach | Summer Year 2 Objectives |
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| Week 1 Recount (linked to personal experience) Easter hols and Tracey English | <p>Spoken language</p> <ul style="list-style-type: none">• Listen to other’s recounts and ask relevant questions.• Describe incidents from own experience in an audible voice. <p>Reading</p> <ul style="list-style-type: none">• Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>. <p>Composition</p> <ul style="list-style-type: none">• Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in past tense and first person.• Re-read for sense, checking verbs that indicate time are accurate• use sequencing words and phrases such as ‘then’, ‘after that’. <p>VG&P</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command |
| Week 2 James and the Giant Peach Character description (aunts) | <p>Spoken language</p> <p>Plan by:</p> <ul style="list-style-type: none">• participate in discussions, presentations, performances, role play, improvisations and debates• gain, maintain and monitor the interest of the listener(s) <p>VG&P</p> <p>Write by:</p> <ul style="list-style-type: none">• exclamative sentences• Interesting adjectives• Verbs used in the correct tense• expanded noun phrases to describe and specify [for example, the blue butterfly] <p>Composition</p> <p>make simple additions, revisions and corrections to their own writing by:</p> |



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| | <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] |
| <p>Week 3 Instructions (green things) (extended write)</p> | <p>Spoken language</p> <ul style="list-style-type: none">• Listen and respond appropriately to their peers <p>Reading</p> <ul style="list-style-type: none">• Being introduce to non-fiction texts that are structured in different ways <p>Composition</p> <ul style="list-style-type: none">• Write for a different purpose (instructions)• Consider what they are going to write by orally rehearsing sentences. <p>VG&P</p> <ul style="list-style-type: none">• Use sentences with different forms: statement, question, exclamation and command.• Use adverbs• Use imperative verbs• Use commas in a list <p>Use subordination (when, if, that, or, because) and co-ordination (or, and, but)</p> |
| <p>Week 4 James and the Giant Peach Next chapter setting description (extended write)</p> | <p>Reading</p> <ul style="list-style-type: none">• 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. <p>VG&P</p> <ul style="list-style-type: none">• learn how to use: the present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• Adjectives for description• Expanded noun phrases• Exclamative sentences <p>Composition</p> <ul style="list-style-type: none">• make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils |



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| | <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• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] |
| <p>Week 5 Life cycle of a frog (sc link) Explanation (extended write)</p> | <p>Composition</p> <ul style="list-style-type: none">• Writing about real events• planning or saying out loud what they are going to write about• make simple additions, revisions and corrections to their own writing by:• 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 <p>VG&P</p> <ul style="list-style-type: none">• learning how to use both familiar and new punctuation correctly: including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Spoken language</p> <ul style="list-style-type: none">• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas |
| <p>Week 6 James and the giant peach Blurb (persuasion)</p> | <p>Spoken language</p> <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary <p>VG&P</p> <ul style="list-style-type: none">• Use noun phrases and expanded noun phrases• Use adjectives• learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks• use relevant strategies to build their vocabulary <p>Composition</p> <ul style="list-style-type: none">• reread and evaluate writing to check it makes sense and make simple revisions <p>Reading</p> <ul style="list-style-type: none">• articulate and justify answers, arguments and opinions |





| Summer 2 Book: Claude in the city Poems to perform 10 things I can do to help my World | Summer Year 2 Objectives |
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| Week 1 Non-fiction Non-chronological report (hedgehogs) Inspired by the Hodgeheg | <p>Composition</p> <ul style="list-style-type: none">• Writing about real events• planning or saying out loud what they are going to write about <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] <p>Transcription</p> <ul style="list-style-type: none">• apostrophe for possession <p>VG&P</p> <ul style="list-style-type: none">• Use exclamative sentences correctly• Use past and present tense correctly• Use questions punctuated correctly• Use the punctuation taught in year 1 and 2 correctly |
| Week 2 Claude in the city Character/ setting description | <p>VG&P</p> <ul style="list-style-type: none">• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• use present and past tense mostly correctly <p>Reading</p> <ul style="list-style-type: none">• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. <p>Spoken language</p> <ul style="list-style-type: none">• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment• speak audibly and fluently with an increasing command of Standard English <p>Composition</p> |



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| | <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 evaluating their writing checking for spelling, grammar and punctuation errors <p>Transcription</p> <ul style="list-style-type: none"> Use the possessive apostrophe (singular) [for example, the girl's book] |
| <p>Week 3 Claude in the city (newspaper report – fictional)</p> | <p>Composition</p> <ul style="list-style-type: none"> Sequence ideas <p>VG&P</p> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use punctuation taught from year 1 and 2 Use present and past tense correctly <p>Transcription</p> <ul style="list-style-type: none"> Spell common exception words |
| <p>Week 4 10 things I can do to help my World Information-advertisement</p> | <p>Composition</p> <ul style="list-style-type: none"> Sequence ideas <p>VG&P</p> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use punctuation taught from year 1 and 2 Use present and past tense correctly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Transcription</p> <ul style="list-style-type: none"> Spell common exception words |
| <p>Week 5 Poetry Rhyming and alliteration (seaside poetry) Texts with language play, e.g. riddles, tongue-twisters, humorous verse</p> | <p>Reading</p> <ul style="list-style-type: none"> 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. 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>Spoken language</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> |
| <p>Week 6</p> | <p>Composition</p> |



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| Letter to new teacher | <ul style="list-style-type: none"> • Write for a range of purposes and drawing on their reading to inform the vocabulary and grammar of their writing • 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] <p>VG&P</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>Transcription</p> <ul style="list-style-type: none"> • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly |
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Spelling work for Year 2 Statutory requirements

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

| Statutory requirements | Term and week | Rules and guidance (non-statutory) | Example words (non-statutory) |
|---|---------------|--|-------------------------------------|
| Non-stat Recap phase 5 tri-graphs | Aut 1 | ear/ere wk 3 Air/are wk 4 ure/ore wk 5 Or/aw/au / ar / all wk 6 | |
| The /ɔ:/ sound spelt ar after w | Aut 1 wk 6 | There are not many of these words. | war, warm, towards |
| The /ɔ:/ sound spelt a before l and ll | Aut 1 wk 6 | The /ɔ:/ sound ('or') is usually spelt as a before l and ll. | all, ball, call, walk, talk, always |
| The /ɜ:/ sound spelt s | Aut 1 wk 7 | | television, treasure, usual |
| Non-stat Alternative ways of spelling long | Aut 2 | A (ai a-e ay) wk 1 E (ee e-e ea ey) wk 2 I (I-e ie igh y) wk 3 O (o-e oa oe) wk 4 | |



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| vowel - recap Year 1 obj | | U (u-e ue ew) wk 5 | |
| The /i:/ sound spelt -ey | Aut 2 wk 2 Suffixes - | The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.). | key, donkey, monkey, chimney, valley |
| The /aɪ/ sound spelt -y at the end of words | Aut 2 wk 3 | This is by far the most common spelling for this sound at the end of words. | cry, fly, dry, try, reply, July |
| The /ʌ/ sound spelt o | Aut 2 wk 6 | | other, mother, brother, nothing, Monday |
| 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 | Aut 2 Wk 7 | The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. | badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust |
| Contractions | Spring 1 Wk 1-3 | 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. | can't, didn't, hasn't, couldn't, it's, I'll |
| Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter | Spring 1 wk 4 | 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'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes. | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| Adding the endings -ing, -ed, -er, -est and -y to words ending in -e | Spring 1 wk 5 | The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix | hiking, hiked, hiker, nicer, nicest, shiny |



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| with a consonant before it | | beginning with a vowel letter is added. Exception: being. | |
| Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it | Spring 1 wk 6 | The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing. | copied, copier, happier, happiest, cried, replied ...but copying, crying, replying |
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| The possessive apostrophe (singular nouns) | Spring 2 wk2/3 | | Megan’s, Ravi’s, the girl’s, the child’s, the man’s |
| Homophones and near-homophones | Spring 2 wk 4 | It is important to know the difference in meaning between homophones. | there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight |
| Adding –es to nouns and verbs ending in –y | Spring 2 wk 5 | The y is changed to i before –es is added. | flies, tries, replies, copies, babies, carries |
| The /s/ sound spelt c before e, i and y | Spring 2 wk 6 | | race, ice, cell, city, fancy |
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| The /l/ or /əl/ sound spelt –le at the end of words | Summer 1 Wk 1 | The –le spelling is the most common spelling for this sound at the end of words | table, apple, bottle, little, middle |
| The /l/ or /əl/ sound spelt –el at the end of words. | Summer 1 Wk 1/2 | The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s. | camel, tunnel, squirrel, travel, towel, tinsel |
| The /l/ or /əl/ sound spelt –al at the end of words | Summer 1 Wk 2 | Not many nouns end in –al, but many adjectives do. | metal, pedal, capital, hospital, animal |
| Words ending –il | Summer 1 Wk 3 | There are not many of these words. | pencil, fossil, nostril |
| Words ending in –tion | Summer 1 | | station, fiction, motion, national, section |
| The suffixes –ment, –ness, –ful, –less and –ly | Summer 1 | If a suffix starts with a consonant letter, it is added straight on to most root words without any | enjoyment, sadness, careful, playful, hopeless, plainness |



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| | | change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. | (plain + ness), badly merriment, happiness, plentiful, penniless, happily |
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| The /n/ sound spelt kn and (less often) gn at the beginning of words | Summer 2 | The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago | knock, know, knee, gnat, gnaw |
| The /r/ sound spelt wr at the beginning of words | Summer 2 | This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap |
| The /ɒ/ sound spelt a after w and qu | Summer 2 | a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu. | want, watch, wander, quantity, squash |
| The /ɜ:/ sound spelt or after w | | There are not many of these words. | word, work, worm, world, worth |
| Common exception words | 2 per week | Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea. | door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or |



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| | | | others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'. |
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