

Year 2 Writing Medium-Term Plan

| Handwriting objectives- to be taught throughout the year | |
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| Statutory | Non-statutory |
| <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 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. | <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> |

| Autumn 1 | Objectives covered |
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| <p style="text-align: center;">Week 1 (2 days)</p> <p>Writing expectations and letter formation</p> | <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 comments <p>Transcription:</p> <ul style="list-style-type: none"> • Learning to spell common exception words • Apply spelling rules and guidance, as listed in <u>English appendix 1</u> <p>Composition:</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or say out loud what they are going to write about • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> |



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| | <ul style="list-style-type: none">• Learning how to use both familiar and new punctuation correctly - see <u>English appendix 2</u>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) |
| <p>Week 2 and 3 The Pirates Next Door (Diary entry)</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 <p>Transcription:</p> <ul style="list-style-type: none">• Learning to spell common exception words• Learning to spell more words with contracted forms <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say out loud what they are going to write about• Encapsulating what they want to say, sentence by sentence <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• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Expanded noun phrases to describe and specify [for example, the blue butterfly]• 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>Week 4, 5 and 6 The Pirates Next Door (Narrative)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Use relevant strategies to build their vocabulary• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Transcription:</p> |



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| | <ul style="list-style-type: none">• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.• Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing narratives about personal experiences and those of others (real and fictional) <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say out loud what they are going to write about• Writing down ideas and/or key words, including new vocabulary <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">• Rereading 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>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly]• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) |
| <p>Week 7 and 8 The Incredible Book Eating Boy (Letter)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Articulate and justify answers, arguments and opinions• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Transcription:</p> <ul style="list-style-type: none">• Learning to spell common exception words• Learning to spell more words with contracted forms• Distinguishing between homophones and near-homophones <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes |



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| | <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say out loud what they are going to write about• Writing down ideas and/or key words, including new vocabulary <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">• Read aloud what they have written with appropriate intonation to make the meaning clear• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly] |
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| Autumn 2 | Objectives covered |
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| <p>Week 1 and 2 Model text based on 'Up!' (Narrative)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Use relevant strategies to build their vocabulary• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Transcription:</p> <ul style="list-style-type: none">• Learning the possessive apostrophe (singular) [for example, the girl's book]• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing narratives about personal experiences and those of others (real and fictional) <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say out loud what they are going to write about• Writing down ideas and/or key words, including new vocabulary <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">• Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form |



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| | <ul style="list-style-type: none">• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly]• 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>Week 3 and 4 Wild Life by David Attenborough (Diary entry)</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 <p>Transcriptions:</p> <ul style="list-style-type: none">• Learning to spell common exception words• Learning to spell more words with contracted forms <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say out loud what they are going to write about• Encapsulating what they want to say, sentence by sentence <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• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Expanded noun phrases to describe and specify [for example, the blue butterfly]• 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) and co-ordination (using or, and, or but) |
| <p>Weeks 5 and 6</p> <p>How does the Christmas Decoration Machine work? (Explanation text)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English <p>Transcription:</p> <ul style="list-style-type: none">• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.• Learning to spell more words with contracted forms• Learning the possessive apostrophe (singular) [for example, the girl's book] <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say 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 <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">• Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly] |



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| | <ul style="list-style-type: none">• 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>Week 7</p> <p>Diamante poems</p> <p>Winter/Christmas</p> | <p>Spoken language:</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>Transcription:</p> <ul style="list-style-type: none">• Learning to spell more words with contracted forms• Learning the possessive apostrophe (singular) [for example, the girl's book]• Distinguishing between homophones and near-homophones• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing poetry <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say out loud what they are going to write about• Writing down ideas and/or key words, including new vocabulary <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• Proofreading 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 <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Expanded noun phrases to describe and specify [for example, the blue butterfly]• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) |



| Spring 1 | Objectives covered |
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| <p>Week 1, 2 and 3</p> <p>A famous person (Non-chronological report)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Articulate and justify answers, arguments and opinions• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Transcription:</p> <ul style="list-style-type: none">• Learning to spell common exception words• Learning the possessive apostrophe (singular) [for example, the girl's book]• Distinguishing between homophones and near-homophones• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say 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 <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• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly]• The present and past tenses correctly and consistently, including the progressive form <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or)</p> |
| <p>Week 4, 5 and 6</p> <p>The Great Fire of London (Narrative)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication. |



Transcription:

- Learning to spell common exception words
- Learning to spell more words with contracted forms
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly

Composition:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)

Consider what they are going to write before beginning by:

- Planning or say 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

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Proofreading 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

Vocabulary, grammar & punctuation:

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- 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)



| Spring 2 | Objectives covered |
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| <p>Week 1 and 2</p> <p>There's a Rang-Tan in my Bedroom</p> <p>(Explanation Text)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Speak audibly and fluently with an increasing command of Standard English• Participate in discussions, presentations, performances, role play, improvisations and debates <p>Transcriptions:</p> <ul style="list-style-type: none">• Learning to spell common exception words• Learning the possessive apostrophe (singular) [for example, the girl's book]• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly• Apply spelling rules and guidance, as listed in <u>English appendix 1</u> <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say 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 <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">• Proofreading 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 <p>Vocabulary, grammar & punctuation:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">• Learning how to use both familiar and new punctuation correctly - see <u>English appendix 2</u>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none">• Expanded noun phrases to describe and specify [for example, the blue butterfly] |



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| | <ul style="list-style-type: none">• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) |
| <p>Week 3 and 4 How to... (Instructions)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Transcription:</p> <ul style="list-style-type: none">• Learning to spell common exception words• Learning to spell more words with contracted forms• Learning the possessive apostrophe (singular) [for example, the girl's book]• Distinguishing between homophones and near-homophones• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say 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 <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• Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly]• 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) and co-ordination (using or, and, or but)• Expanded noun phrases to describe and specify [for example, the blue butterfly]• 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>Week 5 Magical Creatures (Haiku Poetry)</p> | <p>Spoken language:</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>Transcription:</p> <ul style="list-style-type: none">• Learning to spell more words with contracted forms• Learning the possessive apostrophe (singular) [for example, the girl's book]• Distinguishing between homophones and near-homophones• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing poetry <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say out loud what they are going to write about• Writing down ideas and/or key words, including new vocabulary <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• Proofreading 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 <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Expanded noun phrases to describe and specify [for example, the blue butterfly]• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) |



| Summer 1 | Objectives covered |
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| <p>Week 1, 2 and 3</p> <p>Paddington (Narrative)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Speak audibly and fluently with an increasing command of Standard English• Participate in discussions, presentations, performances, role play, improvisations and debates• Gain, maintain and monitor the interest of the listener(s) <p>Transcription:</p> <ul style="list-style-type: none">• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far• Learning to spell more words with contracted forms• Learning the possessive apostrophe (singular) [for example, the girl's book]• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing narratives about personal experiences and those of others (real and fictional) <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say 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 <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• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly]• 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) and co-ordination (using or, and, or but) |
| <p>Week 4 and 5 Paddington (Letter)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Articulate and justify answers, arguments and opinions• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Transcription:</p> <ul style="list-style-type: none">• Learning to spell common exception words• Learning to spell more words with contracted forms• Distinguishing between homophones and near-homophones <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say out loud what they are going to write about• Writing down ideas and/or key words, including new vocabulary <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">• Read aloud what they have written with appropriate intonation to make the meaning clear• Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly] |
| <p>Week 6 and 7 (Personal recount)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Use relevant strategies to build their vocabulary• Articulate and justify answers, arguments and opinions• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Transcription:</p> |



- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance, as listed in [English appendix 1](#)

Composition:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events

Consider what they are going to write before beginning by:

- Planning or say out loud what they are going to write about
- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proofreading 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

Vocabulary, grammar & punctuation:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]



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| | <ul style="list-style-type: none">• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• The grammar for year 2 in English appendix 2 |
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| Summer 2 | Objectives covered |
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| Week 1 and 2 The Twits- How to prank someone (Instructions) | <p>Spoken language:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Articulate and justify answers, arguments and opinions• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Speak audibly and fluently with an increasing command of Standard English <p>Transcriptions:</p> <ul style="list-style-type: none">• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.• Learning to spell common exception words• Learning to spell more words with contracted forms• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• Planning or say out loud what they are going to write about• Writing down ideas and/or key words, including new vocabulary <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• Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• Proofreading 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 |



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| | <p>Vocabulary, grammar & punctuation:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">• Learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly]• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) |
| <p>Week 3, 4 and 5 The Twits (Narrative)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Ask relevant questions to extend their understanding and knowledge• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Speak audibly and fluently with an increasing command of Standard English• Gain, maintain and monitor the interest of the listener(s) <p>Transcription:</p> <ul style="list-style-type: none">• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.• Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones• Learning to spell common exception words• Learning to spell more words with contracted forms• Learning the possessive apostrophe (singular) [for example, the girl's book]• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly <p>Composition:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• Writing for different purposes <p>Consider what they are going to write before beginning by:</p> |



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| | <ul style="list-style-type: none">• Planning or say 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 <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• Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• Proofreading 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 <p>Vocabulary, grammar & punctuation:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">• Learning how to use both familiar and new punctuation correctly - see <u>English appendix 2</u>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command• Expanded noun phrases to describe and specify [for example, the blue butterfly]• 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>Week 6 and 7 Letter to new teacher (Letter)</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>Transcription:</p> <ul style="list-style-type: none">• Learning to spell common exception words• Learning to spell more words with contracted forms |



- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly

Composition:

Develop positive attitudes towards and stamina for writing by:

- Writing for different purposes

Consider what they are going to write before beginning by:

- Planning or say 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

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Proofreading 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

Vocabulary, grammar & punctuation:

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- 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)

National Curriculum Objectives

Spoken language

Pupils should be taught to:

- 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



- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Transcription

Pupils should be taught to:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learning to spell common exception words
- Learning to spell more words with contracted forms
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words including -ment, -ness, -ful, -less, -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

Composition:

Pupils should be taught to:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes

Consider what they are going to write before beginning by:



- Planning or say 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

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proofreading 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

Vocabulary, grammar and punctuation:

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- 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)
- The grammar for year 2 in English appendix 2
- Some features of written Standard English
- Use and understand the grammatical terminology in English appendix 2 in discussing their writing

| Spelling | | | |
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| Statutory requirements | Rules and guidance (non-statutory) | Example words | Week taught |
| The /dʒ/ sound spelt as ge and dge at the end of | The letter j is never used for the /dʒ/ sound at the end of English words. At | badge, edge, bridge, dodge, fudge | |



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| words, and sometimes spelt as g elsewhere in words before e, i and y | 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. | age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust | |
| The /s/ sound spelt c before e, i and y | | race, ice, cell, city, fancy | |
| The /n/ sound spelt kn and (less often) gn at the beginning of words | 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 | This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap | |
| The /l/ or /əɫ/ sound spelt -le at the end of words | The -le spelling is the most common spelling for this sound at the end of words. | table, apple, bottle, little, middle | |
| The /l/ or /əɫ/ sound spelt -al at the end of words | Not many nouns end in -al, but many adjectives do | metal, pedal, capital, hospital, animal | |
| Words ending -il | There are not many of these words | pencil, fossil, nostril | |
| The /aɪ/ sound spelt -y at the end of words | This is by far the most common spelling for this sound at the end of words. | cry, fly, dry, try, reply, July | |



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| Adding -es to nouns and verbs ending in -y | The y is changed to i before -es is added. | flies, tries, replies, copies, babies, carries | |
| Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it | 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 | |
| Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it | 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. Exception: being. | hiking, hiked, hiker, nicer, nicest, shiny | |
| Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter | 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 | |
| The /ɔ:/ sound spelt a before l and ll | The /ɔ:/ sound ('or') is usually spelt as a before l and ll. | all, ball, call, walk, talk, always | |
| The /ʌ/ sound spelt o | | other, mother, brother, nothing, Monday | |
| The /i:/ sound spelt -ey | The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.). | key, donkey, monkey, chimney, valley | |
| The /ɒ/ sound spelt a after w and qu | a is the most common spelling for | want, watch, wander, quantity, squash | |



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| | the /ɒ/ ('hot') sound after w and qu | | |
| The /ɜ:/ sound spelt or after w | There are not many of these words. | word, work, worm, world, worth | |
| The /ɔ:/ sound spelt or after w | There are not many of these words | war, warm, towards | |
| The /z/ sound spelt s | | television, treasure, usual | |
| The suffixes -ment, -ness, -ful, -less and -ly | 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. 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. | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily | |
| Contractions | 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 | |
| The possessive apostrophe (singular nouns) | | Megan's, Ravi's, the girl's, the child's, the man's | |
| Words ending in -tion | | station, fiction, motion, national, section | |



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| <p>Homophones and near-homophones</p> | <p>It is important to know the difference in meaning between homophones</p> | <p>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</p> | |
| <p>Common exception words</p> | <p>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.</p> | <p>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 others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included</p> | |



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| | | because of its relationship with 'child'. | |
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