

Literacy Overview linked to 8 Paragon Units

Y2

Units are generally 5 weeks long. Spend approximately 2 on non-fiction, 2 on Narrative and 1 on poetry (this is only a guide and can be adjusted)

This overview is what is to be taught in Literacy lessons but linked to Paragon. It is where you teach the style of the text through reading examples and how to write this type of text. However, you can use any of the text types in other curriculum areas.

Unit 1	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Persuasion As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p> <ul style="list-style-type: none"> • A letter. • A leaflet. • A poster. • A newspaper or magazine article. • A radio jingle. • A video recording. • An oral presentation • An advertisement. 	<p>Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked. Learn about characters by looking at what they say and do. Write a story showing an understanding of beginning middle and end – can be a retelling</p>	<p><u>subject matter and theme</u> talk about own views, the subject matter and possible meanings;</p>

<p>Unit 1 NC</p>	<p><u>Comprehension (statutory)</u></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to, discussing and expressing views about a variety of persuasion texts, including those beyond that which they can read independently.</p> <p>1c Being introduced to different forms of persuasion.</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary.</p> <p>2b Checking for sense and self-correcting inaccurate reading.</p> <p>2c Making inference, asking and answering questions.</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p><u>Comprehension (statutory)</u></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to, discussing and expressing views about a variety of narrative texts, including those beyond that which they can read independently.</p> <p>1b Discussing a sequence of events in books, and become familiar with and retell a wider range of stories.</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary.</p> <p>2b Checking for sense and self-correcting inaccurate reading.</p> <p>2c Making inference, asking and answering questions.</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p><u>Comprehension (statutory)</u></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to, discussing and expressing views about a variety of poetry, including those beyond that which they can read independently.</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p>1e Continue to build up a repertoire of poems learnt by heart and recite with appropriate intonation.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary.</p> <p>2b Checking for sense and self-correcting inaccurate reading.</p> <p>2c Making inference, asking and answering questions.</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>
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<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional), real events and for different purposes.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <ul style="list-style-type: none"> 1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear. 	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) and for different purposes.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <ul style="list-style-type: none"> 1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear. 	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) for poetry.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <ul style="list-style-type: none"> 1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.
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Vocabulary, Grammar, Punctuation. (Statutory)

Pupils should be taught to:

Develop their understanding of the concepts set out in English app 2 and learn the grammar for Year 2 by :

- **Sentence:** 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, plain flour, the man in the moon).
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
- **Text:** Correct choice and consistent use of **present tense** and **past tense** throughout writing
- Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)
- **Punctuation:** Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling.

Learn to use the grammar terminology in English Appendix 2 in discussing their writing:

Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present) apostrophe, comma.

Spelling (statutory)

Revision of work from year 1

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.

Apply simple spelling rules:

- Segmenting words using graphophonics.
- Learning new ways of spelling homophones.
- Learn to spell common exception words.

- Learn to spell more simple contractions.
- Learning the possessive apostrophe (singular)
- Distinguishing between homophones and near homophones. (See appendix 1)

Word Level:

Add suffixes including –ment, -ness, -full, -less, -ly

Formation of **nouns** using **suffixes** such as *–ness, –er* and by compounding (e.g. *whiteboard, superman*)

Formation of **adjectives** using **suffixes** such as *–ful, –less*

(A fuller list of **suffixes** can be found in the year 2 spelling appendix.)

Use of the **suffixes** *–er, –est* in **adjectives** and *–ly* to turn adjectives into **adverbs**

Write from memory simple sentences dictated by the teacher including skills taught so far.

AND

- **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** - The letter j is never used for the /dʒ/ (“dge”) 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/, /ʊ/ and /ʌ/ 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. For example, badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust.

Handwriting and presentation (statutory)

Form lower-case letters of the correct size relative to one another

Start to use lead ins to join letters where appropriate.

Write capital letters and digits of correct size and orientation.

Use spacing between words.

Speaking and Listening for Years 1 – 6 (Statutory)

Listen and respond to adults appropriately

- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

2	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Recounts Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. 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> . 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 tense and person. <ul style="list-style-type: none"> • letter • postcard • diary entry • news report • biography • autobiography • oral presentation 	Plan and tell a story based on own experience. Write story based on own experience with a linear structure; beginning, middle and end.	<u>language use; style</u> comment on which words have most effect, noticing alliteration;
Unit 2 NC	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of recounts, including those beyond that which they can read independently 1b Discussing a sequence of events in books. 1c Being introduced to different forms of	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of stories, including those beyond that which they can read independently 1b Discussing a sequence of events in stories, and become familiar with and retell a	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about alliteration poems. 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.

	<p>recounts.</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary.</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p>wider range of stories</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p>1e Continue to build up a repertoire of poems learnt by heart and recite with appropriate intonation.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>
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<p>to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p><u>Vocabulary, Grammar, Punctuation. (Statutory)</u></p> <p>Pupils should be taught to: Develop their understanding of the concepts set out in English app 2 and learn the grammar for Year 2 by :</p> <ul style="list-style-type: none"> • Sentence: 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, plain flour, the man in the moon). • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Text: Correct choice and consistent use of present tense and past tense throughout writing • 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>) • Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list 		

- **Apostrophes** to mark where letters are missing in spelling.

Learn to use the grammar terminology in English Appendix 2 in discussing their writing:

Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present)
apostrophe, comma.

Spelling (statutory)

Revision of work from year 1

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.

Apply simple spelling rules:

- Segmenting words using graphophonics.
- Learning new ways of spelling homophones.
- Learn to spell common exception words.
- Learn to spell more simple contractions.
- Learning the possessive apostrophe (singular)
- Distinguishing between homophones and near homophones. (See appendix 1)

Word Level:

Add suffixes including –ment, -ness, -full, -less, -ly

Formation of **nouns** using **suffixes** such as *–ness, –er* and by compounding (e.g. *whiteboard, superman*)

Formation of **adjectives** using **suffixes** such as *–ful, –less*

(A fuller list of **suffixes** can be found in the year 2 spelling appendix.)

Use of the **suffixes** *–er, –est* in **adjectives** and *–ly* to turn adjectives into **adverbs**

Write from memory simple sentences dictated by the teacher including skills taught so far.

AND

	<ul style="list-style-type: none"> - 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. For example, knock, know, knee, gnat, gnaw. - The /ɹ/ sound spelt wr at the beginning of words - This spelling probably also reflects an old pronunciation. For example, write, written, wrote, wrong, wrap.
	<p><u>Handwriting and presentation (statutory)</u></p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Start to use lead ins to join letters where appropriate.</p> <p>Write capital letters and digits of correct size and orientation.</p> <p>Use spacing between words.</p>
	<p>Speaking and Listening for Years 1 – 6 (Statutory)</p> <ul style="list-style-type: none"> Listen and respond to adults appropriately • Ask relevant questions • 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, staying on topic • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play and debates • Gain, maintain and monitor the interest of the listener • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication

3	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Reports After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's</i> etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas. <ul style="list-style-type: none"> • Leaflet, • poster, • booklet, • class Big Book, • Using ICT to publish, • PowerPoint presentation, multi-modal text, such as a spider gram, or in clouds, bubbles or boxes. • Like a page from an encyclopaedia, • film 	Analyse the sequence of events in different stories using the structure: opening, something happens, events to sort it out, ending. Identify words and phrases used to link events. Predict endings. Identify common themes in traditional tales. . Re-tell and write a familiar story with events in sequence and including some dialogue and formal story language.	<u>pattern</u> discuss simple poetry patterns
Unit 3 NC	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of reports, including	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of traditional tales,	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a patterned poetry, including

<p>those beyond that which they can read independently.</p> <p>1b Discussing the sequence of a report.</p> <p>1c Being introduced to different forms of reports.</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p>including those beyond that which they can read independently</p> <p>1b Discussing a sequence of events in stories, and become familiar with and retell a wider range of stories</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p>those beyond that which they can read independently.</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p>1e Continue to build up a repertoire of poems learnt by heart and recite with appropriate intonation</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference, asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>
<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional), real events and for different</p>	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) and for different purposes.</p>	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) for poetry.</p>

<p>purposes.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p><u>Vocabulary, Grammar, Punctuation. (Statutory)</u></p> <p>Pupils should be taught to: Develop their understanding of the concepts set out in English app 2 and learn the grammar for Year 2 by :</p> <ul style="list-style-type: none"> • Sentence: 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, plain flour, the man in the moon). • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 		

- **Text:** Correct choice and consistent use of **present tense** and **past tense** throughout writing
- Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)
- **Punctuation:** Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
Commas to separate items in a list
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Spelling (statutory)

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Formation of **adjectives** using **suffixes** such as *–ful, –less*

(A fuller list of **suffixes** can be found in the year 2 spelling appendix.)

Use of the **suffixes** *-er, -est* in **adjectives** and *-ly* to turn adjectives into **adverbs**

Write from memory simple sentences dictated by the teacher including skills taught so far.

AND

- **The /l/ or /əl/ sound spelt –le at the end of words** - The **–le** spelling is the most common spelling for this sound at the end of words. For example, table, apple, bottle, little, middle.
- **The /l/ or /əl/ sound spelt –el at the end of words** - 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**. For example, camel, tunnel, squirrel, travel, towel, tinsel.
- **The /l/ or /əl/ sound spelt –al at the end of words** - Not many nouns end in **–al**, but many adjectives do. For example, metal, pedal, capital, hospital, animal.
- **Words ending –il** - There are not many of these words. For example, 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. For example, cry, fly, dry, try, reply, July.
- **Adding –es to nouns and verbs ending in –y** - The **y** is changed to **i** before **–es** is added. For example, flies, tries, replies, copies, babies, carries

Handwriting and presentation (statutory)

Form lower-case letters of the correct size relative to one another

Start to use lead ins to join letters where appropriate.

Write capital letters and digits of correct size and orientation.

Use spacing between words.

Speaking and Listening for Years 1 – 6 (Statutory)

Listen and respond to adults appropriately

- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

4	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Discussion Through reading and in life situations, recognise, that different people (characters) have different thought./feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) Explore different views and viewpoints. <ul style="list-style-type: none"> • A newspaper or magazine article with pictures and photographs. • Bullet points in two or more columns. • A leaflet. • A flyer. • A debate. • An interview with people of opposing points of view. • A letter. 	Identify typical settings and make predictions about events that are likely to happen Write own story in the style of a traditional tale, using typical settings, characters and events. Use past tense and temporal connectives.	<u>use of voice;</u> Perform individually or together; speak clearly and audibly.
Unit 4 NC	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of discussion texts. 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of traditional tales. 1b Discussing a sequence of events in books, and become familiar with and retell a wider range of stories 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of poems. 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases. 1e Continue to build up a repertoire of poems learnt by heart and recite with appropriate intonation

	<p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>
	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional), real events and for different purposes.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p>	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) and for different purposes.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p>	<p><u>Composition (Statutory)</u></p> <p><i>. To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) for poetry.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p>

<p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils</p> <p>1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently.</p> <p>1c Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils</p> <p>1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently.</p> <p>1c Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils</p> <p>1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently.</p> <p>1c Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p><u>Vocabulary, Grammar, Punctuation. (Statutory)</u></p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English app 2 and learn the grammar for Year 2 by :</p> <ul style="list-style-type: none"> • Sentence: 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, plain flour, the man in the moon). • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Text: Correct choice and consistent use of present tense and past tense throughout writing • 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>) • Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling. <p>Learn to use the grammar terminology in English Appendix 2 in discussing their writing:</p>		

Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present) apostrophe, comma.

Spelling (statutory)

Revision of work from year 1

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.

Apply simple spelling rules:

- Segmenting words using graphophonics.
- Learning new ways of spelling homophones.
- Learn to spell common exception words.
- Learn to spell more simple contractions.
- Learning the possessive apostrophe (singular)
- Distinguishing between homophones and near homophones. (See appendix 1)

Word Level:

Add suffixes including –ment, -ness, -full, -less, -ly

Formation of **nouns** using **suffixes** such as *–ness, –er* and by compounding (e.g. *whiteboard, superman*)

Formation of **adjectives** using **suffixes** such as *–ful, –less*

(A fuller list of **suffixes** can be found in the year 2 spelling appendix.)

Use of the **suffixes** *–er, –est* in **adjectives** and *–ly* to turn adjectives into **adverbs**

Write from memory simple sentences dictated by the teacher including skills taught so far.

AND

- **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*. For example, 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. The exception is *being*. For example, 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*. For example, patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny.

Handwriting and presentation (statutory)

Form lower-case letters of the correct size relative to one another

Start to use lead ins to join letters where appropriate.

Write capital letters and digits of correct size and orientation.

Use spacing between words.

Speaking and Listening for Years 1 – 6 (Statutory)

- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener

	<ul style="list-style-type: none"> Consider and evaluate different viewpoints Select and use appropriate registers for effective communication 		
5	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Explanations After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. Write texts. Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. Following other practical tasks, produce a simple flowchart or cyclical diagram independently. <ul style="list-style-type: none"> A leaflet A flow chart. Poster Concertina book. Part of a non-chronological text. Multimodal text such as a life cycle. Page from an encyclopaedia. Series of photographs with captions and labels. 	Identify elements of an author's style, e.g. familiar characters or settings. Explore characterisation by looking at descriptions and actions and responding imaginatively. Make predictions about character's actions and look for evidence of change as a result of events. Improvise and rehearse new dialogue between familiar characters.	<u>Presentation</u> Use actions and sound effects to add to the poem's meaning.

<p>Unit 5 NC</p>	<p><u>Comprehension (statutory)</u></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to, discussing and expressing views about a variety of explanation texts., including those beyond that which they can read independently</p> <p>1b Discussing a sequence of events.</p> <p>1c Being introduced to different forms of explanations.</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p><u>Comprehension (statutory)</u></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to, discussing and expressing views about a variety of stories.</p> <p>1b Discussing a sequence of events in stories, and become familiar with and retell a wider range of stories</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p><u>Comprehension (statutory)</u></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to, discussing and expressing views about a variety of poems.</p> <p>1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p>1e Continue to build up a repertoire of poems learnt by heart and recite with appropriate intonation</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary</p> <p>2b Checking for sense and self-correcting inaccurate reading</p> <p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>
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<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional), real events and for different purposes.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) and for different purposes.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) for poetry.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils 1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently. 1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>
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Vocabulary, Grammar, Punctuation. (Statutory)

Pupils should be taught to:

Develop their understanding of the concepts set out in English app 2 and learn the grammar for Year 2 by :

- **Sentence:** 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, plain flour, the man in the moon).
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
- **Text:** Correct choice and consistent use of **present tense** and **past tense** throughout writing
- Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)
- **Punctuation:** Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling.

Learn to use the grammar terminology in English Appendix 2 in discussing their writing:

Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present) apostrophe, comma.

Spelling (statutory)

Revision of work from year 1

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.

Apply simple spelling rules:

- Segmenting words using graphophonics.
- Learning new ways of spelling homophones.

- Learn to spell common exception words.
- Learn to spell more simple contractions.
- Learning the possessive apostrophe (singular)
- Distinguishing between homophones and near homophones. (See appendix 1)

Write from memory simple sentences dictated by the teacher including skills taught so far.

AND

- **The /ɔ:/ sound spelt a before l and ll** - The /ɔ:/ sound (“or”) is usually spelt as **a** before **l** and **ll**. For example, 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 the /ɒ/ (‘hot’) sound after **w** and **qu**. For example, want, watch, wander, quantity, squash.
- **The /ɜ:/ sound spelt or after w** - There are not many of these words. For example, word, work, worm, world, worth.
- **The /ɔ:/ sound spelt ar after w** - There are not many of these words. For example, war, warm, towards.
- **The /ɜ/ sound spelt s** - television, treasure, usual.

Handwriting and presentation (statutory)

Form lower-case letters of the correct size relative to one another

Start to use lead ins to join letters where appropriate.

Write capital letters and digits of correct size and orientation.

Use spacing between words.

Speaking and Listening for Years 1 – 6 (Statutory)

- Listen and respond to adults appropriately
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6	<p>Non-Fiction Text /Progression/Examples</p>	<p>Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing</p>	Poetry
	<p>Instructions</p> <p>Listen to and follow a series of more complex instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> • statement of purpose, list of materials or ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used <p>As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game</p> <ul style="list-style-type: none"> • A step-by-step list of instructions with diagrams to help the reader. • A flow-chart with numbered steps and diagrams. • A booklet to put in a game. • A demonstration video • Big Book of recipes or craft projects. 	<p>Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue. Use third person and past tense.</p>	<p><i>original playfulness with language and ideas</i> Experiment with alliteration to create humorous and surprising combinations;</p>

<p>Unit 6 NC</p>	<p><u>Comprehension (statutory)</u></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to, and discuss a variety of instructions. 1b Discussing a sequence of instructions. 1c Being introduced to different forms of instructions. 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary 2b Checking for sense and self-correcting inaccurate reading 2c Making inference , asking and answering questions 2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say. 2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p><u>Comprehension (statutory)</u></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to, discussing and expressing views about a variety of stories, including those beyond that which they can read independently 1b Discussing a sequence of events in stories, and become familiar with and retell a wider range of stories 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases.</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary 2b Checking for sense and self-correcting inaccurate reading 2c Making inference , asking and answering questions 2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say. 2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p><u>Comprehension (statutory)</u></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1a Listening to, discussing and expressing views about a variety of text forms, including those beyond that which they can read independently 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases. 1e Continue to build up a repertoire of poems learnt by heart and recite with appropriate intonation</p> <p><i>Understand the books they read and listen to by:</i></p> <p>2a Drawing on what they know or on provided information and vocabulary 2b Checking for sense and self-correcting inaccurate reading 2c Making inference , asking and answering questions 2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say. 2e Explain and discuss their understanding of texts that they read and that they listen to.</p>
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Write from memory simple sentences dictated by the teacher including skills taught so far.

AND

- **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 For example, 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. For example, can't, didn't, hasn't, couldn't, it's.
- **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

Handwriting and presentation (statutory)

Form lower-case letters of the correct size relative to one another

Start to use lead ins to join letters where appropriate.

Write capital letters and digits of correct size and orientation.

Use spacing between words.

Speaking and Listening for Years 1 – 6 (Statutory)

- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

7	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Persuasion (revisit, as at start of year)	Sustain interest in a longer narrative. Make predictions during reading. Track a character through a story and see how they change. Analyse pieces of dialogue for what it shows about characters. Look at the verbs used for speech and work out how characters are feeling. Dramatise parts of own stories for class.	<u>detailed recreation of closely observed experience;</u> Make adventurous word choices to describe closely observed experiences;
Unit 7 NC	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of persuasion texts, including those beyond that which they can read independently. 1c Being introduced to different forms of persuasion. 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases. <i>Understand the books they read and listen to by:</i> 2a Drawing on what they know or on provided information and vocabulary 2b Checking for sense and self-correcting inaccurate reading	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of stories, including those beyond that which they can read independently 1b Discussing a sequence of events in stories, and become familiar with and retell a wider range of stories. 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases. <i>Understand the books they read and listen to by:</i> 2a Drawing on what they know or on provided information and vocabulary 2b Checking for sense and self-correcting inaccurate reading	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of poems, including those beyond that which they can read independently. 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases. 1e Continue to build up a repertoire of poems learnt by heart and recite with appropriate intonation <i>Understand the books they read and listen to by:</i> 2a Drawing on what they know or on provided information and vocabulary 2b Checking for sense and self-correcting inaccurate reading

<p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>
<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional), real events and for different purposes.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils</p> <p>1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently.</p>	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) and for different purposes.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils</p> <p>1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently.</p> <p>1c Proofreading to check for errors in</p>	<p><u>Composition (Statutory)</u></p> <p><i>To develop positive attitudes towards and stamina for writing, by writing about:</i></p> <p>Personal experiences and those of others (real and fictional) for poetry.</p> <p><i>Consider what they are going to write before beginning, by:</i></p> <p>Planning or saying out loud what they are going to write about, writing down ideas and key vocabulary and encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their writing by:</i></p> <p>1a Evaluating their writing with the teacher and other pupils</p> <p>1b Rereading to check that their writing makes sense and that vocabulary is used correctly and consistently.</p> <p>1c Proofreading to check for errors in</p>

<p>1c Proofreading to check for errors in spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>spelling, grammar and punctuation. 1d Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p><u>Vocabulary, Grammar, Punctuation. (Statutory)</u> Pupils should be taught to: Develop their understanding of the concepts set out in English app 2 and learn the grammar for Year 2 by :</p> <ul style="list-style-type: none"> • Sentence: 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, plain flour, the man in the moon). • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Text: Correct choice and consistent use of present tense and past tense throughout writing • 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>) • Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling. <p>Learn to use the grammar terminology in English Appendix 2 in discussing their writing:</p> <p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present) apostrophe, comma.</p>		
<p><u>Spelling (statutory)</u></p> <p>Revision of work from year 1 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.</p>		

Apply simple spelling rules:

- Segmenting words using graphaphonics.
- Learning new ways of spelling homophones.
- Learn to spell common exception words.
- Learn to spell more simple contractions.
- Learning the possessive apostrophe (singular)
- Distinguishing between homophones and near homophones. (See appendix 1)

Write from memory simple sentences dictated by the teacher including skills taught so far.

AND

- **Homophones and near-homophones** - 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
- **Common exception words** - 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 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'.

Handwriting and presentation (statutory)

Form lower-case letters of the correct size relative to one another

Start to use lead ins to join letters where appropriate.

Write capital letters and digits of correct size and orientation.

Use spacing between words.

Speaking and Listening for Years 1 – 6 (Statutory)

Listen and respond to adults appropriately

- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

8	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Revisit skills that are a weakness.	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use 3 rd person and past tense consistently. Include descriptions of characters and setting and some dialogue.	<i>using different patterns</i> Create a pattern or shape on the page; use simple repeating phrases or lines as models.
Unit 8 NC	<u>Comprehension (statutory)</u> Revisit skills that are a weakness.	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of stories, including those beyond that which they can read independently. 1b Discussing a sequence of events in books, and become familiar with and retell a wider range of stories. 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases. <i>Understand the books they read and listen to by:</i> 2a Drawing on what they know or on provided information and vocabulary 2b Checking for sense and self-correcting inaccurate reading 2c Making inference , asking and answering questions 2d Participate in discussions about books and	<u>Comprehension (statutory)</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> 1a Listening to, discussing and expressing views about a variety of poems, including those beyond that which they can read independently 1d Discussing and clarifying the meanings of words and discuss favourite words or phrases. 1e Continue to build up a repertoire of poems learnt by heart and recite with appropriate intonation <i>Understand the books they read and listen to by:</i> 2a Drawing on what they know or on provided information and vocabulary 2b Checking for sense and self-correcting inaccurate reading

		<p>other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>	<p>2c Making inference , asking and answering questions</p> <p>2d Participate in discussions about books and other works that are read to them, taking it in turns and listening to what others say.</p> <p>2e Explain and discuss their understanding of texts that they read and that they listen to.</p>
	<p><u>Composition (Statutory)</u></p> <p>Revisit skills that are a weakness.</p>	<p><u>Composition (Statutory)</u></p> <p>Revisit skills that are a weakness.</p>	<p><u>Composition (Statutory)</u></p> <p>Revisit skills that are a weakness.</p>
<p><u>Vocabulary, Grammar, Punctuation. (Statutory)</u></p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English app 2 and learn the grammar for Year 2 by :</p> <ul style="list-style-type: none"> • Sentence: 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, plain flour, the man in the moon). • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Text: Correct choice and consistent use of present tense and past tense throughout writing • 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>) • Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling. <p>Learn to use the grammar terminology in English Appendix 2 in discussing their writing:</p>			

	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present) apostrophe, comma.
	<p><u>Spelling (statutory)</u></p> <p>Revisit skills that are a weakness</p>
	<p><u>Handwriting and presentation (statutory)</u></p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Start to use lead ins to join letters where appropriate.</p> <p>Write capital letters and digits of correct size and orientation.</p> <p>Use spacing between words.</p>
	<p>Speaking and Listening for Years 1 – 6 (Statutory)</p> <ul style="list-style-type: none"> Listen and respond to adults appropriately • Ask relevant questions • 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, staying on topic • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play and debates • Gain, maintain and monitor the interest of the listener • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication

