

Year Two

Spelling / phonics	Spell by segmenting words or phonemes and representing these by graphemes, spelling many correctly.
	Spell single syllable and multi syllabic words, e.g. sometimes, including some words with prefixes and suffixes.
	Spell the ends of regular past tense verbs with -ed.
	Spell all the words in Y1 / Y2 list in the new National Curriculum 2014.
	Increased accuracy of phases 4, and 5 high frequency words. Also, increased accuracy of the next 200 common words (see appendix).
	To distinguish between homophones and near homophones e.g there/ their, they're, see/sea, blew/blue, be/bee, won/one (see new National Curriculum 2014)
Handwriting	Join letters in cursive style in independent writing - legible and accurate Revise and practise correct letter formation frequently in line with school handwriting policy.
	Form lower case letters of correct size relative to one another.
	Write capital letter and digits of correct size, orientation and relationship to one another and to lower case letters.
Sentence construction	Write simple sentences that make sense. Encourage children to think aloud as they collect ideas, draft and reread to check their meaning is clear.
	To write compound sentences using conjunctions for coordination: and, but, so, or
	To begin to create complex sentences using conjunctions for subordination: when, if, because.
	To create expanded noun phrases for descriptions and specification e.g. <i>the blue butterfly, the old man, the man in the moon, the teacher in the classroom.</i>
	Use sentences with different forms: statement, question, exclamation, command.
	To start sentences in a variety of ways e.g. using connectives: Next, Then, First; using a variety of openers: Once upon a time, One day, Last week.
	Use past and present tense consistently.
Sentence types to be taught	<ul style="list-style-type: none"> • Question sentences (in fiction writing) • -Ly sentences • Revise and embed all previous sentence types.
Punctuation	Punctuate sentences in the course of writing, using capital letters, full stops and question marks and exclamation marks with growing accuracy.
	Begin to use commas in lists.
	To re-read own writing for sense and punctuation.
	To use apostrophe to mark contracted forms in spelling.
	To revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing.

	Topic	Examples	Terminology	Importance
Key Grammar principles to be taught	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	<i>The doorbell rang. Who could it be? Mummy answered the door and got a surprise. There was a tiger!</i>	Sentence Capital letter Full stop Question mark Exclamation mark	High
	Use commas in making lists	<i>The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.</i>	Comma	Low at this stage
	Use adjectives to describe nouns	<i>The wild tiger, the black bear and the swimming whale.</i>	Noun Adjective	Medium
	Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: <i><u>When</u> the tiger came to tea, he ate up all the food <u>and</u> drank up all the water. <u>If</u> another tiger comes to tea, we have some tins of tiger-food.</i>	None	Medium / High (should be able to <u>use</u> joining words)
	Use adjectival phrases to describe nouns	The tiger who came to tea was lovely and gentle.		Low at this stage
	Use apostrophes for contracted forms - relate this to differences between spoken & written English	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe	Low at this stage

Speaking	Speak with clarity and use appropriate intonation when reading and reciting texts
	Tell real and imagined stories using the conventions of familiar story language
	Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication
Group Discussion and Interaction	Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement
	Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on
	Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member
Listening and Responding	Listen to others in class, ask relevant questions and follow instructions
	Listen to talk by an adult, remember some specific points and identify what they have learned
	Respond to presentations by describing characters, repeating some highlight and commenting constructively
Drama	Adopt appropriate roles in small or large groups and consider alternative courses of action
	Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class
	Consider how mood and atmosphere are created in live or recorded performance
Terminology children MUST know by the end of Year 2	
Verb, tense(past, present) , adjective, noun, suffix, apostrophe, comma, noun phrase	

Context for Learning	Context for Learning	Context for Learning
Marvellous Medicines	Giants and Where to Find Them	My Japanese Journey
Term 1	Term 2	Term 3
Stories with familiar settings Instructions Really Looking Poetry Different stories by same authors	Traditional Stories Information texts Silly stuff poetry	Stories by significant authors Non chronological reports Explanations
Suggested texts <ul style="list-style-type: none"> George's Marvellous Medicine By Roald Dahl Spells By Emily Gravett How to Heal a Broken wing By Bob Graham Let's Get a Pup By Bob Graham Jethro By Bob Graham Waterhole By Bob Graham Greeting from Sandy Beach By Bob Graham 	Suggested texts <ul style="list-style-type: none"> Wolves by Emily Gravett Skittles advert The Enormous Turnip Into the Forest by Anthony Browne Jack & the Beanstalk original Jack and the Baked Beanstalk by Colin Stimpson Jack and the Baked Bean Stalk By Colin Simpson Jim and the Beanstalk By Raymond Briggs 	Suggested texts <ul style="list-style-type: none"> Jenny Button By Jennifer Uman & Valerio Vidali The Great Wave Hokusia By Veronique Massenot and Brunr Pilorget Wabi Sabi By Mark Reibestien Peach Boy By Sakade, Florence & Yoshisre Kurosaki Japanese Children's Favourite Stories By Florence Sakade <p>A selection of non-fiction texts is also borrowed from the library and used to teach non chronological reports.</p>
Additional Writing opportunities within this term	Additional Writing opportunities within this term	Additional Writing opportunities within this term
Diary Entries Recounts Letters Character Description Setting Description	Diary Entries Recounts Letters Recounts Newspaper Reports Instructional Writing	Poems Recounts Letters Instructional Writing