

Genre	Text	Reading focus Skills to be covered throughout the year in no order, highlight when covered.	Composition	Grammar
<p><u>Narrative</u></p> <p>Unit 1: Stories with familiar settings (2 weeks)</p> <p>Unit 2: Traditional tales (3 weeks)</p>		<p>Pupils should be taught to:</p> <p>develop pleasure in reading</p> <p>listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discuss the sequence of events in books and how items of information are related</p> <p>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to</p> <p>check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>make inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predict what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>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> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>
<p><u>Non-Fiction</u></p> <p>Unit 1: Instructions (2 weeks)</p> <p>Unit 2: Explanations (2weeks)</p>		<p>To be introduced to non-fiction books that are structured in different ways</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>writing poetry</p>	
<p><u>Poetry</u></p> <p>Unit 1: Patterns on the page (2 weeks)</p>		<p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>		

<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ɒ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>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.</p>	<p>badge edge bridge fudge dodge age join</p>	<p>change charge bulge village huge adjust jog</p>	<p>magic giraffe energy gem giant jar jacket</p>
<p>The /s/ sound spelt c before e, i and y</p>		<p>race ice cell lace pace space</p>	<p>city circle cinema circus mercy fancy</p>	
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p>	<p>knit knob knock knowledge knee knapsack knuckle know</p>	<p>known knead kneel knight knot gnat gnaw gnome</p>	
<p>The /r/ sound spelt wr at the beginning of words</p>	<p>This spelling probably also reflects an old pronunciation.</p>	<p>write wrote written wrestle wrist wrong answer sword</p>	<p>wren wrap wring wrapping wrapped wreck wiggle</p>	

<p>The /l/ or /əl/ sound spelt –le at the end of words</p>	<p>The –le spelling is the most common spelling for this sound at the end of words.</p>	<p>table apple bottle little middle puzzle candle</p>	<p>castle staple ripple topple sample people</p>	<p>cable tumble eagle angle jungle uncle</p>
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<p>The /l/ or /əl/ sound spelt –el at the end of words</p>	<p>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.</p>	<p>angel wheel level model label hotel jewel</p>	<p>cruel camel tunnel squirrel towel tinsel</p>
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<p><u>Narrative</u></p> <p>Unit 3: Different stories by the same author (3 weeks)</p>		<p>Pupils should be taught to:</p> <p>develop pleasure in reading</p> <p>listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discuss the sequence of events in books and how items of information are related</p> <p>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to</p> <p>check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>make inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predict what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>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> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>
<p><u>Non-Fiction</u></p> <p>Unit 3: Information texts (2 weeks)</p> <p>Unit 4: Non chronological reports (2 weeks)</p>		<p>To be introduced to non-fiction books that are structured in different ways</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>writing poetry</p>	
<p><u>Poetry</u></p> <p>Unit 2: Really Looking (2 weeks)</p>		<p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>		

The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal pedal capital hospital animal local	vocal legal total mental petal
Words ending –il	There are not many of these words.	pencil fossil nostril basil peril pupil stencil	civil evil devil gerbil lentil April
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	fry shy sky why sly defy
<u>Adding –es to</u> nouns and verbs ending in –y	The y is changed to i before –es is added. (Just the words that follow the rule.)	babies diaries copies carries tries flies replies	cities parties armies jellies fairies
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 <i>skiing</i> and <i>taxiing</i> .	copied copier happier happiest cried replied worrier	copying crying replying drying frying worrying carried carrier

Spring Term

<p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p>	<p>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: <i>being</i>.</p>	<p>hiking hiked hiked nicer nicest</p>	<p>shiny icy iced icing coming</p>
<p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	<p>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: <i>mixing, mixed, boxer, sixes</i>.</p>	<p>patting patted humming hummed dropping dropped sadder saddest</p>	<p>fatter fattest runner runny running hitting hitter</p>
<p>The /ɔ:/ sound spelt a before l and ll</p>	<p>The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.</p>	<p>ball call fall wall talk</p>	<p>walk always all tall mall</p>
<p>The /ʌ/ sound spelt o</p>		<p>mother other brother nothing Monday love glove</p>	<p>come honey money dozen above done some</p>
<p>The /i:/ sound spelt –ey</p>	<p>The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).</p>	<p>key donkey monkey valley chimney alley</p>	<p>gallery jersey hockey money smiley</p>
<p>The /ɒ/ sound spelt a after w and qu</p>	<p>a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu.</p>	<p>want watch wander what wash was</p>	<p>wallet quarrel quantity quantity squad squash</p>
<p>The /ɜ:/ sound spelt or after w</p>	<p>There are not many of these words.</p>	<p>word world work worm</p>	<p>worth worthy work worthy</p>

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<p><u>Narrative</u></p> <p>Unit 4: Extended stories/significant authors (3 weeks)</p>		<p>Pupils should be taught to:</p> <p>develop pleasure in reading</p> <p>listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discuss the sequence of events in books and how items of information are related</p> <p>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to</p> <p>check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>make inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predict what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>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> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>
<p><u>Non-Fiction</u></p> <p>Unit 3: Information texts (2 weeks)</p> <p>Unit 4: Non chronological reports (2 weeks)</p>		<p>To be introduced to non-fiction books that are structured in different ways</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>writing poetry</p>	
<p><u>Poetry</u></p> <p>Unit 3: Silly Stuff (2 weeks)</p>		<p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>		

The /ɔ:/ sound spelt ar after w	There are not many of these words.	war warmth warm	towards warble
The /ʒ/ sound spelt s	<i>I do not understand why treasure is in this sections as well as in –sure section.</i>	treasure usual	
The suffixes –ment, –ness, –ful , –less and –ly	<p>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.</p> <p>Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	enjoyment payment movement sadness happiness darkness prettiness laziness	helpful painful hopeful careful hopeless homeless badly happily
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't haven't didn't couldn't wouldn't shouldn't it's	I'll I'm you're you'll he'll doesn't
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 action
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

<p>Common exception words</p>	<p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p> <p>– and/or others according to programme used.</p> <p>Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p>	<p>door floor poor because find kind mind behind child children* wild climb most only both old could should would</p>	<p>cold gold hold told every everybody even great break steak pretty beautiful after fast last past clothes busy people water money</p>	<p>father class grass pass plant path bath hour move prove improve sure sugar eye who whole any many again half Mr Mrs parents Christmas</p>
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