

Year 2 English Medium Term Plan

Spelling	Handwriting	Reading	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell common exception words.</p> <p>Spell more words with contracted forms.</p> <p>Learn the possessive apostrophe (singular) e.g. the girl's book.</p> <p>Distinguish between homophones and near-homophones.</p> <p>Add suffixes to spell longer words correctly, including -ment, -ness, -ful, -less, -ly, -y, -ing, -ed, -er, -est, -tion, -es.</p> <p>Spell words where the 'or' sound is spelt 'a' before 'l' and 'll'.</p> <p>Spell words with a soft 'c'.</p> <p>Spell words where the 'n' sound is spelt with 'kn' and 'gn'.</p> <p>Spell words where the 'igh' sound is spelt with 'y'.</p> <p>Spell words with the 'j' sound.</p> <p>Spell words where the 'o' sound is spelt 'a' after 'w' and 'qu'.</p> <p>Spell words where the 'u' sound is spelt 'o'.</p> <p>Spell words where the 'or' sound is spelt 'ar' after 'w'.</p> <p>Spell words where the 'r' sound is spelt 'wr'.</p> <p>Spell words where the 'ee' sound is spelt 'ey'.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p><u>Word Reading</u></p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p><u>Comprehension</u></p> <p>Listen to, discuss and express 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>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted form and the possessive (singular).</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to describe and specify e.g. the blue butterfly, plain flour, the man in the moon.</p> <p>Use present and past tenses correctly and consistently including the progressive form to mark actions in progress e.g. she is drumming, he was shouting.</p> <p>Use subordination (when, if, that, because) and co-ordination (or, and, but).</p> <p>Use some features of written Standard English.</p> <p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</p> <p>Form adjectives using suffixes such as -ful, -less.</p> <p>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly.</p>	<p>Ask questions to get more information and clarify meaning.</p> <p>Talk in complete sentences.</p> <p>Decide when specific vocabulary is needed.</p> <p>Take turns when talking in pairs or a small group.</p> <p>Be aware that formal and informal situations require different language.</p> <p>Re-tell a story using narrative language and linking words and phrases.</p> <p>Hold the attention of people and adapting language depending on the audience.</p> <p>Understand how to speak for different purposes and audiences.</p> <p>Perform a simple poem from memory.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read 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-read to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>

<p>Spell words ending in -le, -el, -al.</p> <p>Spell words where the 'ir' sound is spelt 'or' after 'w'.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		<p>Introduce non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</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>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Ask and answer 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>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>			
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