

English: Year 2 Autumn 1 Text: Goldilocks

Word Reading

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing common suffixes
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1)
- Read other words of more than one syllable that contain taught GPCs (Y1)

Writing Transcription (Spelling and Handwriting)

Add prefixes and suffixes:

- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (Y1)
- Learning to spell common exception words

Vocabulary, Grammar & Punctuation

- Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use expanded noun phrases to describe and specify [for example, the blue butterfly]
- 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 [for example, she is drumming, he was shouting]
- Use subordination (using when, if, that, because) and co-ordination (using or, and, but)

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening 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
- Being encouraged to link what they read or hear read to their own experiences (Y1)
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Making inferences on the basis of what is being said and done
- Answering and asking questions

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

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

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about

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

- Evaluating their writing with the teacher and other pupils

Week	Objective	Common exception words	The /d/ 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 /l/ sound spelt c before e, i and y	The /l/ sound spelt kn and less often gn at the beginning of words	The /f/ sound spelt wr at the beginning of words	The /f/ or /ff/ sound spelt -le at the end of words	The /f/ or /ff/ sound spelt -el at the end of words	The /l/ or /ll/ sound spelt -al at the end of words	Words ending -ll	The /h/ sound spelt -y at the end of words	Adding -et to nouns and verbs ending in -y	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before i	Adding -ing, -ed, -er, -est & -y to w of one syllable ending in a single consonant letter after a single vowel letter	The /z/ sound spelt a before i and ll	The /s/ sound spelt o	The /l/ sound spelt -ey	The /b/ sound spelt a after w and qu	The /h/ sound spelt or after w	The /z/ sound spelt ar after w	The /z/ sound spelt s	The suffixes -ment, -ness, -ful, -less and -ly	Contractions	The possessive apostrophe (singular nouns)	Words ending in -tion	Homophones and near-homophones
1	✓																										
2																								✓			
3																✓											

Common exception words coverage

child
bath
every
father
many
mind
Mrs
Mr
parents
path

English: Year 2 Autumn 1 Text: Wolves

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above

Writing Transcription (Spelling and Handwriting)

Spell by:

- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Vocabulary, Grammar & Punctuation

- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening 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
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Answering and asking questions
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

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

Consider what they are going to write before beginning by:

- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

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

- Evaluating their writing with the teacher and other pupils

Week	Objective
1	<p>Common exception words</p> <p>The /g/ sound spelt as g and dg at the end of words, and sometimes spelt as g elsewhere in words before a and y</p> <p>The /h/ sound spelt c before e, i and y</p> <p>The /h/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /h/ sound spelt wr at the beginning of words</p> <p>The /l/ or /hl/ sound spelt -le at the end of words</p> <p>The /l/ or /hl/ sound spelt -al at the end of words</p> <p>The /l/ or /hl/ sound spelt -al at the end of words</p> <p>Words ending -il</p> <p>The /hl/ sound spelt -y at the end of words</p> <p>Adding -est to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before i</p> <p>Adding -ing, -ed, -er, -est & -y to w of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /z/ sound spelt a before l and ll</p> <p>The /z/ sound spelt o</p> <p>The /hl/ sound spelt -ay</p> <p>The /hl/ sound spelt a after w and qu</p> <p>The /z/ sound spelt or after w</p> <p>The /z/ sound spelt ar after w</p> <p>The /y/ sound spelt s</p> <p>The suffixes -ment, -ness, -ful, -less and -ly</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in -tion</p> <p>Homophones and near-homophones</p>
2	
3	

Common exception words coverage

because
class
cold
could
eye
fast
many
most
steak
sure