

## English: Year 2 Spring 1 Text: The Bear Under the Stairs

### 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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- 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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

### Writing Transcription (Spelling and Handwriting)

- 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
- Distinguishing between homophones and near-homophones

### Vocabulary, Grammar & Punctuation

- Joining words and joining clauses using and
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- 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:

- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Recognising simple recurring literary language in stories and poetry

#### 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

### Writing (Composition)

#### Develop positive attitudes towards and stamina for writing by:

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

#### Consider what they are going to write before beginning by:

- Encapsulating what they want to say, sentence by sentence

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

- 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
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Week	Objective
1	Common exception words
2	The /g/ sound spelt as ge and dig at the end of words, and sometimes spelt as g elsewhere in words before e and y
3	The /k/ sound spelt c before e, i and y
	The /k/ sound spelt kn and (less often) gn at the beginning of words
	The /l/ sound spelt w at the beginning of words
	The /l/ or /ll/ sound spelt -l at the end of words
	The /l/ or /ll/ sound spelt -el at the end of words
	The /l/ or /ll/ sound spelt -al at the end of words
	Words ending -il
	The /l/ sound spelt -y at the end of words
	Adding -e 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 and -y to w of one syllable ending in a single consonant letter after a single vowel letter
	The /s/ sound spelt a before l and ll
	The /l/ sound spelt o
	The /l/ sound spelt -oy
	The /l/ sound spelt a after w and qu
	The /l/ sound spelt or after w
	The /z/ sound spelt z after w
	The /y/ 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

### Common exception words coverage

any  
bath  
behind  
children  
door  
pass  
prove  
steak  
sugar  
sure

## English: Year 2 Spring 1 Text: The Bear and The Piano

### 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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- 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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

### Writing Transcription (Spelling and Handwriting)

- Segment spoken words into phonemes and represent these by graphemes, spelling most of these correctly
- Spell common exception words
- Learn to spell words with contracted forms
- Add suffixes to spell longer words

### Vocabulary, Grammar & Punctuation

- Joining words and joining clauses using and
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement,
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use expanded noun phrases to describe and specify

### Reading Comprehension

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

- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Recognising simple recurring literary language in stories and poetry

#### 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
- Making predictions and simple inferences

### 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:

- Encapsulating what they want to say, sentence by sentence

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

- 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
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Week	Objective	Common exception words
1		The /t/ sound spelt as ge and dig at the end of words, and sometimes spelt as g elsewhere in words before e and y
2		The /f/ sound spelt c before e, i and y
3	✓	The /n/ sound spelt kn and (less often) gn at the beginning of words
		The /l/ sound spelt wr at the beginning of words
		The /r/ or /l/ sound spelt -le at the end of words
		The /r/ or /l/ sound spelt -el at the end of words
		The /l/ or /ll/ sound spelt -al at the end of words
		Words ending -il
		The /ai/ sound spelt -y at the end of words
		Adding -es 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
	✓	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 l and ll
		The /l/ sound spelt o
		The /l/ sound spelt -ey
		The /ol/ sound spelt a after w and qu
		The /ol/ sound spelt or after w
		The /ol/ sound spelt ar after w
		The /j/ sound spelt s
		The suffixes -ment, -ness, -ful, -less and -ly
		Contractions
		The possessive apostrophe (singular nouns)
		Words ending in -sion
		Homophones and near homophones
	✓	

### Common exception words coverage

again  
even  
everybody  
kind  
last  
mind  
pass  
who  
whole  
would