

English: Year 2 Summer 2 Text: Great Fire of London

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 further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Writing Transcription (Spelling and Handwriting)

Spell by:

- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Learning to spell common exception words
- Learning to spell more words with contracted forms

Vocabulary, Grammar & Punctuation

- Correct choice and consistent use of present tense and past tense throughout writing
- 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]
- 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:

- Discussing the sequence of events in books and how items of information are related
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Being introduced to non-fiction books that are structured in different ways

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
- Predicting what might happen on the basis of what has been read so far
- 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 for different purposes
- Writing about real events

Consider what they are going to write before beginning by:

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

Week	Objective	Common exception words	The /g/ sound spelled as ge and ggs at the end of words, and sometimes spelled as g elsewhere in words where there is a y	The /k/ sound spelled c before e, i and y	The /n/ sound spelled kn and (less often) gn at the beginning of words	The /l/ sound spelled wr at the beginning of words	The /l/ or /ai/ sound spelled -le at the end of words	The /l/ or /ai/ sound spelled -al at the end of words	The /l/ or /ai/ sound spelled -al at the end of words	Words ending -il	The /ai/ sound spelled -y at the end of words	Adding -se 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 -lip, -ed, -ed, -er, -est and -y to words ending in -e with a consonant before it	Adding -ing, -ed, -er, -est & -y to w of one syllable ending in a single consonant letter after a single vowel letter	The /ai/ sound spelled a before l and ll	The /ai/ sound spelled o	The /ai/ sound spelled -oy	The /ai/ sound spelled a after w and qu	The /ai/ sound spelled or after w	The /ai/ sound spelled an after w	The /y/ sound spelled 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

any
clothes
everybody
fast
great
improve
most
poor
should
who

English: Year 2 Summer 2 Text: A Walk in London

Word Reading

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Writing Transcription (Spelling and Handwriting)

- Use the first two or three letters of a word to check its spelling in a dictionary (LKS2)

Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2)
- Introduction to paragraphs as a way to group related material (LKS2)
- Headings and sub-headings to aid presentation (LKS2)
- Introduction to inverted commas to punctuate direct speech (LKS2)
- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] (LKS2)
- Fronted adverbials [for example, Later that day, I heard the bad news.] (LKS2)
- Use of paragraphs to organise ideas around a theme (LKS2)
- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas (LKS2)]
- Use of commas after fronted adverbials (LKS2)

Reading Comprehension

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

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Being introduced to non-fiction books that are structured in different ways

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

- Answering and asking questions
- Using dictionaries to check the meaning of words that they have read
- Identifying main ideas drawn from more than one paragraph and summarising these (LKS2)
- Retrieving and record information from non-fiction (LKS2)

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

- Writing for different purposes
- Organising paragraphs around a theme (LKS2)

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:

- 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 /g/ sound spelt as ge and dge at the end of words, and some-times spelt as g elsewhere in words before e, and y
2		The /h/ sound spelt c before e, l and y
3	✓	The /h/ sound spelt hn and (less often) gn at the beginning of words
		The /h/ sound spelt wr at the beginning of words
	✓	The /l/ or /al/ sound spelt -ls at the end of words
	✓	The /l/ or /al/ sound spelt -el at the end of words
		The /l/ or /al/ sound spelt -il at the end of words
		Words ending -il
		The /al/ 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 with a consonant before it
		Adding -ing, -ed, -er, -est & -y to w of one syllable ending in a single consonant letter after a single vowel letter
		The /ai/ sound spelt a before l and ll
		The /i/ sound spelt o
		The /il/ sound spelt -ay
		The /al/ sound spelt a after w and qu
		The /ai/ sound spelt a after w
		The /ai/ sound spelt a after w
		The /il/ 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

after
busy
Christmas
climb
even
gold
money
past
people
sugar