

English: Year 2 Summer 1 Text: The Dragon Machine

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)

- Learning to spell common exception words
- Add suffixes to spell longer words, including -ment, -ness
- Using the prefix un-
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

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 their favourite words and phrases

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
- Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Vocabulary, Grammar & Punctuation

- Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]
- 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
- Commas to separate items in a list

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
- Writing down ideas and/or key words, including new vocabulary

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	Common exception words coverage
1	✓	The /g/ sound spell as g and dig at the end of words, and some-times spell as g elsewhere in words before and y	behind busy climb could doors floor many parents people wild
2		The /f/ sound spell c before e, i and y	
3		The /f/ sound spell t at the end of words	
		The /f/ sound spell t at the beginning of words	
		The /f/ or /ff/ sound spell -f at the end of words	
		The /f/ or /ff/ sound spell -ff at the end of words	
		Words ending -al	
	✓	The /f/ sound spell -y at the end of words	
		Adding -ss to nouns and verbs ending in -y	
		Adding -ed, -ing, -er and -est to a root word ending in -y with a consistent letter	
		Adding the ending -ing, -ed, -er, -est and -y to words ending in -e	
		Adding -ing, -ed, -er, -est and -y to words ending in a single consonant letter after a single vowel letter	
		The /f/ sound spell a before l and ll	
		The /f/ sound spell o	
		The /f/ sound spell -oy	
		The /f/ sound spell a after w and qu	
		The /f/ sound spell or after w	✓
		The /f/ sound spell ar after w	✓
		The /f/ sound spell s	
		The suffixes -ment, -ness, -ful, -less and -ly	
		Contractions	
		The possessive apostrophe (irregular noun)	
		Words ending in -tion	
		Homophones and near-homophones	

English: Year 2 Summer 1 Text: Toys in Space

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

Writing Transcription (Spelling and Handwriting)

- Learning to spell common exception words
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- 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

Learn how to use:

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- The present and past tenses correctly and consistently including the progressive form
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- The grammar for year 2 in English Appendix 2

Reading Comprehension

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

- Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Discussing their favourite words and phrases

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)
- 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

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
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear

Week	Objective	Common exception words	The /b/ sound, spelt as p and b at the end of words, and sometimes spelt as g elsewhere in words before a and y	The /f/ sound spelt c before e, i, and y	The /f/ sound spelt k and f (as often) g at the beginning of words	The /f/ or /v/ sound spelt -le at the end of words	The /f/ or /v/ sound spelt -al at the end of words	The /f/ or /v/ sound spelt -al at the end of words	Words ending -ll	The /f/ 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	Adding -ing, -ed, -er, -est, -y to w of one syllable ending in a single consonant letter after a single vowel letter	The /f/ sound spelt s before l and ll	The /f/ sound spelt c	The /f/ sound spelt -ay	The /f/ sound spelt a after w and qu	The /f/ sound spelt e after w	The /f/ sound spelt s after w	The /f/ sound spelt s	The suffixes -ment, -ness, -ful, -less and -ly	Contractions	The possessive apostrophe (singular nouns)	Words ending in -ion	Homophones and near-homophones	Common exception words coverage
1																											water
2	✓																										great
3																											everybody
																											wild
																											beautiful
																											path
																											kind
																											last
																											pass
																											eye
																											gold

Common exception words coverage

water
great
everybody
wild
beautiful
path
kind
last
pass
eye
gold