

## English: Year 2 Spring 2 Text: Tadpole's Promise

### Word Reading

- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) (Y1)
- 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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read words containing 'ow' and 'o\_e' graphemes (alternative pronunciations of known graphemes)

### Writing Transcription (Spelling and Handwriting)

- Spell words containing alternative spellings of the /ow/ phoneme.
- Learn the possessive apostrophe (singular) [for example, the girl's book]
- Learn to spell more words with contracted forms

### Reading Comprehension

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

- Being encouraged to link what they read or hear read to their own experiences (Y1)
- Discussing the sequence of events in books and how items of information are related
- 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
- Recognising simple recurring literary language in stories and poetry
- Discussing their favourite words and phrases

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

- Predicting what might happen on the basis of what has been read so far

### 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, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms and the possessive (singular)

#### Learn how to use:

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [
- The present and past tenses correctly and consistently
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

### 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:

- 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
1	✓	The /f/ sound spelt as <i>ph</i> and <i>ps</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e</i> and <i>y</i>
2		The /f/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>
3		The /f/ sound spelt <i>kn</i> and <i>kn</i> (less often) <i>gn</i> at the beginning of words
		The /f/ sound spelt <i>vr</i> at the beginning of words
		The /l/ or /el/ sound spelt <i>-le</i> at the end of words
		The /l/ or /el/ sound spelt <i>-al</i> at the end of words
		The /l/ or /el/ sound spelt <i>-il</i> at the end of words
		Words ending <i>-ill</i>
		The /f/ sound spelt <i>-y</i> at the end of words
	✓	Adding <i>-es</i> to nouns and verbs ending in <i>-y</i>
		Adding <i>-ed</i> , <i>-ing</i> , <i>-ed</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it
		Adding the endings <i>-ing</i> , <i>-ed</i> , <i>-en</i> , <i>-ed</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it
		Adding <i>-ing</i> , <i>-ed</i> , <i>-en</i> , <i>-ed</i> <i>l</i> , <i>-y</i> to <i>iv</i> of one syllable ending in a single consonant letter after a single vowel letter
		The /z/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>
		The /f/ sound spelt <i>o</i>
		The /f/ sound spelt <i>-oy</i>
		The /f/ sound spelt <i>e</i> after <i>w</i> and <i>qu</i>
		The /f/ sound spelt <i>er</i> after <i>w</i>
		The /z/ sound spelt <i>er</i> after <i>w</i>
		The /z/ sound spelt <i>s</i>
	✓	The suffixes <i>-ment</i> , <i>-ness</i> , <i>-ful</i> , <i>-less</i> and <i>-ly</i>
		Contractions
		The possessive apostrophe (singular nouns)
		Words ending in <i>-don</i>
		Homophones and near-homophones

#### Common exception words coverage

beautiful  
both  
break  
mind  
old  
only  
prove  
sure  
told  
wild

## English: Year 2 Spring 2 Text: If All The World Were...

### 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
- Read words containing common suffixes
- Re-read these books to build up their fluency and confidence in word reading

### Writing Transcription (Spelling and Handwriting)

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Add suffixes to spell longer words, including -ment, -ness
- Apply spelling rules and guidance, as listed in English Appendix 1

### Vocabulary, Grammar & Punctuation

- Capital letters for names and for the personal pronoun I [Revision of Year 1]
- Formation of adjectives using suffixes such as -ful, -less
- Subordination (using when, if, that, because)
- 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:

- 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
  - Recognising simple recurring literary language in stories and poetry
  - 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:**
- Answering and asking questions

### Writing (Composition)

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

- Writing poetry
- 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:

- 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 /j/ sound spelt as ge and dge at the end of words, and some times spelt as g elsewhere in words before a and y
2		The /f/ sound spelt c before e, i and y
		The /h/ sound spelt t before e, i and y
		The /h/ sound spelt th and (less often) gn at the beginning of words
		The /f/ sound spelt vr at the beginning of words
		The /l/ or /ll/ sound spelt -le at the end of words
		The /l/ or /ll/ sound spelt -al at the end of words
		Words ending -il
		The /i/ 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 /s/ sound spelt s before l and ll
		The /t/ sound spelt o
		The /t/ sound spelt -ay
		The /d/ sound spelt a after w and qu
		The /d/ sound spelt e after w
		The /d/ sound spelt ar after w
		The /d/ sound spelt s
		The suffixes -ment, -ness, -ful, -less and -ly
		Contractions
		The possessive apostrophe (singular noun)
		Words ending in -tion
		Homophones and near-homophones

### Common exception words coverage

children  
parents  
kind  
child  
beautiful  
because  
could  
great  
past  
father