



St. Peter's CE Primary School.

English: Long Term Plan-Objectives.

Year 2

Year Group-2	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reading – Word reading	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Read accurately words of two or more syllables that contain the same GPCs as above</p>	<p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p>	<p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>		

<p>Reading - comprehension</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p>Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing the sequence of events in books and how items of information are</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Predicting what might happen on the basis of what has been read so</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing their favourite words and phrases</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Being introduced to non-fiction books that are structured in different ways</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	
<p>Writing- composition</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p>	<p>Writing poetry</p> <p>Encapsulating what they want to say, sentence by sentence</p>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>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</p> <p>Proof-reading to check for errors in spelling, grammar</p>	<p>Writing for different purposes</p> <p>In non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>Proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

<p>Writing- Vocabulary, grammar and punctuation</p>	<p>Develop their understanding of the concepts set out in Appendix 2</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid</p> <p>Using fronted adverbials</p> <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Indicate grammatical and other features</p> <p>Using commas after fronted adverbials</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i></p> <p>Using and punctuating direct speech</p>	<p>Using the perfect form of verbs to mark relationships of time and</p>	<p>Learning the grammar in column 1 of year 3 and 4 in Appendix 2</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p>	
<p>Vocabulary, Grammar and Punctuation</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>	<p>Commas to separate items in a list</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Co-ordination (using <i>or, and, or but</i>)</p>	<p>Use of the continuous form of verbs in the present and past tense to mark actions in progress</p> <p>Subordination (using <i>when, if, that, or because</i>)</p>	<p>Sentences with different forms: statement, question, exclamation, command</p>	<p>Apostrophes to mark contracted forms in spelling</p> <p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p>	
<p>Spelling</p> <p>Writing – transcription</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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</p> <p>Apply spelling rules and guidelines, as listed in Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>				<p>Add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful, -less, -ly</i></p> <p>Learning to spell more words with contracted forms</p>	<p>Distinguishing between homophones and near-homophones</p> <p>Learning to spell common exception words</p>
<p>Spelling</p> <p>Appendix 1</p>	<p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in consonant-letter–y</p> <p>Adding –ed, –ing, –er and –est to root words ending in consonant-letter–y</p> <p>The /i:/ sound spelt –ey</p> <p>Adding –ing, –ed, –er, –est and –</p>	<p>The /ɑ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p>	<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /ɹ/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –el at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p>		<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The suffixes –ment, –ness, –ful and –less</p>	

	<p>y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel-letter–consonant-letter–e</p>		The /3/ sound spelt s	<p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p>	
Phonics	Continue with current organisation.				
Handwriting	Form lower-case letters of the correct size relative to one another	Use spacing between words that reflects the size of the letters.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
Spoken Language	<p>Listen and respond appropriately to adults and their peers</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>	<p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Give well-structured descriptions and explanations</p>	<p>Articulate and justify answers, arguments and opinions</p> <p>Participate in discussions, presentations, performances and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>	