

## Year 2 Medium Term Planning

Year 2	Reading	Writing-Transcription	Writing-Composition	Grammar	Punctuation	Handwriting
<b>Autumn 1</b>	Revise Year 1 common exception words.	Revise spellings of Year 1 common exception words.	Write narratives. Write for different purposes.  Write about real events.	Use sentences with different forms: statement, question, exclamation, command.	Punctuate sentences using a capital letter and full stop, question mark or exclamation mark.	Form lower case letters of the correct size relative to one another.
<b>Autumn 2</b>	Read further common exception words.	Spell Year common exception words.  Distinguish between homophones and near homophones.	Write poetry.  Plan or say out loud what they are going to write about.  Write down ideas and/or key words, including new vocabulary.  Re-read to check that their writing makes sense.  Encapsulate what they want to say, sentence by sentence.	Use expanded noun phrases to describe and specify.  Use subordination (when, if, that, because) and coordination (or, and, but).  Use some features of written Standard English.  Use the grammar for Year 2 from English Appendix 2.	Use commas for lists.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  Use spacing between words that reflects the size of the letters.
<b>Spring 1</b>	Read words with contractions and apostrophes.	Spell more words with contracted forms.  Spell words with the possessive apostrophe.	Reinforce Autumn objectives plus: Make simple additions, revisions and corrections to their own writing by: re-reading to check their writing makes sense and that verbs to indicate time are used consistently, including verbs in the continuous form. Proof-reading to check for errors in spelling, grammar and punctuation.	Reinforce Autumn objectives plus: Use past and present tenses correctly and consistently, including the progressive form.	Reinforce Autumn objectives plus: Use apostrophes for contracted forms and the possessive (singular).	To form cursive letters correctly.  To write words and sentences with the correct joins between each letter.
<b>Spring 2</b>	Read words with suffixes.	Add suffixes to spell longer words: -es to nouns and verbs ending in -y, -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. -ing, -ed, -est and -y to a words of one syllable ending in a single consonant letter after a single vowel le -ment, -ness, -full, -less, -ly				Module 3 Letterjoin
<b>Summer 1</b>				Reinforce and consolidate all Autumn and Spring objectives.	Reinforce and consolidate all Autumn and Spring objectives.	
<b>Summer 2</b>						

**Objectives to be covered throughout the year**

**Spoken Language**

Pupils should be taught to:

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding.

Speak audibly and fluently.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints.

Select and use appropriate registers for effective communication.

**Word Reading (See Phonics Medium Term Plan for further breakdown)**

Continue to apply phonic knowledge and skills as the route to decode words until 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 words of two or more syllables that contain the same graphemes as above.

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Read aloud books closely matched to their improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read these books to build up their fluency and confidence in word reading.

**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.
- 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.
- learning to appreciate rhymes and poems, and to recite some by heart.
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- discussing their favourite words and phrases.
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

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
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- making inferences on the basis of what is being said and done.
- asking and answering questions.
- predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them, and those that they read themselves, taking turns and listening to what others say.

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- Transcription (See Phonics Medium Term Plan for further breakdown)**

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Spell by 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.

Apply spelling rules and guidance from Appendix 1 of the National Curriculum.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

**Writing- Composition**

Evaluate their writing with the teacher or other pupils.

Read aloud their writing with appropriate intonation to make the meaning clear.

GDS Opportunities	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>Expand information using some subordination AND co-ordination</li> <li>Use some expanded noun phrases to describe and specify</li> <li>Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>Structure own writing deciding on what goes in each part</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently to recount, instruct and entertain</li> <li>Decide on the structure of writing based on its form. Know what features to change when changing the form of writing.</li> <li>Identify where words are spelt incorrectly</li> <li>Edit own writing with simple corrections</li> <li>Add suffixes to spell some words correctly</li> <li>Experiment with cursive writing</li> <li>Understand 1st person and 3rd person writing</li> <li>Experiment with a range of ways of expanding nouns</li> <li>Experiment with adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Experiment with simple figurative language</li> <li>Make simple additions, revisions and proofreading corrections to their own writing</li> <li>spell most common exception words</li> <li>add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>use the diagonal and horizontal strokes needed to join some letters</li> <li>Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul>