

English Scheme of Work – YEAR 2

English Strand	NC Requirement	Resources/Time	Success Criteria (Outcome)
Grammar	<p>By the end of Year 2</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • <i>Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions</i> • Recognise and write statements • Recognise and write questions • Recognise and write exclamations • Recognise and write commands • Join sentences with 'or' and 'but' • Use 'when', 'if', 'that' and 'because' to extend sentences • <i>Avoid using 'and', 'but' or 'so' after a full stop</i> • Write expanded noun phrases • Form nouns by using suffixes such as –ness and –er. • <i>Identify and know the purpose of verbs</i> • <i>Use interesting verbs when writing</i> • Write consistently in 'past' or 'present' tense • Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing • <i>Identify and know the purpose of adjectives</i> 	<ul style="list-style-type: none"> • Grammar prompts on English board (nouns, verbs, past/present tense, adjectives) • Model uses of joining words on English board • Model uses of suffixes to form nouns e.g. numbness, faster etc. • Weekly grammar starters at the start of English lessons 	<ul style="list-style-type: none"> • Children's work to consistently demonstrate a sound understanding of: <ul style="list-style-type: none"> ○ nouns and their contractions ○ a range of joining words ○ a range of interesting and progressive verbs ○ use of the correct tense ○ powerful adjectives and when it is appropriate to use them

	<ul style="list-style-type: none"> Form adjectives using –ful, -er, -est and –less (link with spelling) <i>Identify and use -ly adverbs</i> Form adverbs by adding –ly to adjectives Learn to use some features of written standard English 		
Handwriting	<p>By the end of Year 2</p> <ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another Write capital letters and digits of the correct size Know which letters not to join Use diagonal and horizontal strokes to join letters together Ensure spacing between words is appropriately sized <i>Type accurately</i> 	<ul style="list-style-type: none"> Handwriting exercise books Handwriting-lined whiteboards Penpals handwriting scheme Laptops with Microsoft Word 	<ul style="list-style-type: none"> Children’s writing to be joined up (where appropriate) and correctly sized in relation to one another. Children to use correct spacing between words. Children to be able to type accurately using a standard keyboard.
Punctuation	<p>By the end of Year 2</p> <ul style="list-style-type: none"> Use correct grammatical terminology when discussing their writing Explain what an apostrophe is Use apostrophes for simple contracted forms Use apostrophes for singular possession Use commas for lists 	<ul style="list-style-type: none"> Punctuation models on English board 	<ul style="list-style-type: none"> Children to maintain consistent use of full stops, capital letters, question marks and exclamation marks. Children to show confidence in using commas and apostrophes to demark lists and show singular possession.
Reading	<p>By the end of Year 2</p> <p>Word Reading</p> <ul style="list-style-type: none"> Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge <i>across the curriculum</i> 	<ul style="list-style-type: none"> KRM Guided reading Reading corners Appropriate selection of free choice books Reading comprehension scheme 	<ul style="list-style-type: none"> To have developed a range of skills to enable them to read fluently and with expression To extend the range of texts that they regularly read and be able to discuss their features To take information directly from a text and answer

	<ul style="list-style-type: none"> • Decrease reliance on 'sounding out' in common words • Increase the speed of reading • Re-read books to build fluency and confidence • Read fluently and confidently • Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) • Read words of two or more syllables • Read words containing common suffixes (link to spelling) • Decode unfamiliar words without hesitation • Decode unfamiliar words automatically • Sound out unfamiliar words <i>and use other reading strategies</i> when reading aloud • <i>Orchestrate a range of reading strategies to decode successfully</i> • <i>Self-correct when reading aloud</i> <p>Being a Reader</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • Show their understanding of books through discussion • Offer opinions and preferences about books • <i>Discuss favourite authors</i> • <i>Give opinions about books backed up by reasons</i> • Discuss the sequence of events in texts and how events are 		<p>simple related questions</p> <ul style="list-style-type: none"> • To start to understand inferred meaning in a text
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connected

- Learn some *classic* poems by heart
- Retell a story using words and phrases from the text
- Retell a story from memory, including all the main parts
- Retell a stock of basic stories
- Discuss meanings of new words and link these to words already known
- Discuss their favourite words
- Discuss their favourite phrases

Comprehension

- Retrieve information from the text to answer questions
- Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words
- *Respond imaginatively to what they have read or listened to e.g. drama, drawing, music*
- Use inference to draw simple conclusions about characters, *settings and events*
- Develop understanding by linking reading to prior knowledge and/or background information
- Predict what may happen based on previous events
- *Identify the main point in a section or page*
- Use the layout to identify the type of book
- *Recognise that texts are set in different times and places*
- Recognise and discuss features of different texts

	<ul style="list-style-type: none"> • Begin to recognise chronology or sequence in a text • Recognise recurring story language • Recognise recurring language in stories and poetry • Discuss which words and phrases are effective 		
Speaking, Listening and Discussion	<p>By the end of Year 2</p> <p>Speaking</p> <ul style="list-style-type: none"> • Add detail to their talk to keep the listener interested • Use emphasis, story language and interesting vocabulary when telling stories • <i>Use gesture to support talk</i> <p>Listening</p> <ul style="list-style-type: none"> • Follow up listening with relevant questions • Comment constructively after listening • Be able to extract key points when listening to an adult <p>Discussion</p> <ul style="list-style-type: none"> • Keep on topic during discussion • Reach agreement in a group • Ensure all group members have a turn 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To include detail and appropriate expression when recounting or retelling an incident or story/poem etc. • To listen with sustained concentration • To engage in constructive two-way conversation
Spelling	<p>By the end of Year 2</p> <ul style="list-style-type: none"> • Segment words into individual phonemes to aid correct spelling • Choose the correct grapheme where there are several options • Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) 	<ul style="list-style-type: none"> • KRM • Phonics on English display • Frequent word resources • Weekly spellings (see NC for examples of words) • Weekly starters in English lessons relating to the 	<ul style="list-style-type: none"> • Children's work shows application of NC expectations in spelling

<ul style="list-style-type: none"> • Spell words ending with the 'i' sound spelt y e.g. fry • Spell words where -es is added to a word ending in y e.g. flies • Spell words with the 's' sound spelt c before e, i and y e.g. city • Spell words beginning with the 'r' sound spelt wr e.g. wrote • Spell words ending with the 'ee' sound spelt ey e.g. monkey • Spell words with the 'u' sound spelt o e.g. Monday • Spell words with the suffix -ly e.g. badly • Spell contracted words using the apostrophe e.g. can't • Spell frequently confused common homophones e.g. here and hear • Spell words with the 'j' sound spelt j, g, ge and dge • Spell words with the 'or' sound spelt a before an l or a ll e.g. call • Spell words with the 'or' sound spelt ar after w e.g. warm • Spell words with the 'o' sound spelt a after w and qu e.g. watch • Spell words with the 'ur' sound spelt or after w e.g. word • Spell words with the suffixes -ful and -less • Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried • Spell two syllable words ending in -tion e.g. station • Use the possessive apostrophe with singular nouns e.g. Sid's • Spell words ending in the 'l' sound and spelt -le e.g. table • Spell words ending in the 'l' sound and spelt -el e.g. camel • Spell words ending in the 'l' sound and spelt -al e.g. pedal 	<p>application of spelling rules</p>	
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	<ul style="list-style-type: none"> • Spell words ending in the 'l' sound and spelt -il e.g. fossil • Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw • Spell the 'zh' sound spelt s e.g. treasure • Spell words with the suffix -ment e.g. enjoyment • Spell words with the suffix -ness e.g. sadness • Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest • Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping • Spell further common homophones e.g. there, their and they're • Spell common exception words • Write simple dictated sentences using spelling and punctuation knowledge taught so far • Apply spellings and spelling conventions taught in their own work 		
Writing Composition	<p>By the end of Year 2 Composition</p> <ul style="list-style-type: none"> • Embed the sentence by sentence process of think, say, write, check • Write about personal experiences and real events • Write <i>an entertaining</i> story • Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. • Write a poem <i>based on a given structure</i> • <i>Ensure that there is a clear beginning, middle and end in their writing</i> • <i>Develop an idea over several sentences</i> 	<ul style="list-style-type: none"> • Pie Corbett Bumper Book of Story Telling into Writing KS1 (fiction) • Talk for Writing Across the Curriculum (non-fiction) • Flip chart paper • Self-assessment • Peer assessment • Red and Green assessment • Big Write • iPads (or similar) for recording and evaluating drama 	<ul style="list-style-type: none"> • Children to be able to talk a text independently • Children to independently create texts from a range of text types that are appropriate to and capture the reader and follow a standard text structure • Children's text to flow and make sense through careful re-reading and editing

- *Use adventurous vocabulary*
- *Add detail to interest the reader*
- *Make their writing lively and interesting for the reader*
- *Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing...*
- *Build writing stamina through writing longer pieces*
- *Use indexes, contents pages, headings and captions to navigate non-fiction texts*
- *Navigate simple alphabetically ordered texts*
- *Use screen based and book conventions to find information efficiently and safely*

Drama

- *Make up plays from stories and other stimuli*
- *Show a character through movement*
- *Learn and deliver some lines*
- *Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects*
- *Use hot-seating to empathise with characters and people*

Evaluation

- *Re-read writing for sense*
- *To improve their writing style by covering the text type progression relevant to year (see Appendix A below)*
- *Embed the sentence by sentence process of think, say, write, check*

	<ul style="list-style-type: none"> • <i>Ensure that there is a clear beginning, middle and end in their writing</i> • Check writing for consistent use of tense • Check writing for consistent use of tense (including the progressive form of verbs) • Proof-read for spelling, grammar and punctuation errors • Evaluate their writing with others <i>and by themselves</i> • Use expression when reading aloud their writing 		
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Appendix A: Text Type Progression through the years

Year Group	Narrative	Non-fiction	Poetry (taught in short units)
Yr 2	<ul style="list-style-type: none"> • Stories with familiar settings • Traditional and fairy tales • Different stories by the same author • Introduction to plays • Extended stories 	<ul style="list-style-type: none"> • Non-chronological reports • Recounts • Instructions • Persuasion 	<ul style="list-style-type: none"> • Poems on a theme • Poems based on observation • Nonsense poetry