



Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. <u>To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically without overt sounding out and blending.</u> e.g. at over 90 words per minute.</p> <p>W2. <u>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</u></p> <p>W3. <u>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</u> (Y2 list, moving to Y3 when ready)</p> <p>W4. <u>To read words containing common suffixes</u> e.g. -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y, -le, -tion, el, -al</p> <p>W5. To read words containing the prefix un-.</p> <p>W6. <u>To accurately read words with 2 or more syllables that contain alternative sounds for graphemes</u> e.g. shoulder, roundabout, grouping.</p> <p>W7. <u>To read most words quickly and accurately, without overt sounding and</u></p>	<p>P1. <u>To develop pleasure in reading, motivation to read, vocabulary and understanding</u></p> <p>P2. <u>To listen to, discuss and express 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.</u></p> <p>P3. <u>To be introduced to non-fiction books that are structured in different ways</u></p> <p>P4. <u>To discuss the sequence of events in books and how items of information are related.</u></p> <p>P5. To understand and write about why a writer has written a text, for example, she wants you to know how to make a kite.</p> <p>P6. <u>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</u></p> <p>P7. To make choices about which texts to read, based on prior reading experience.</p> <p>P8. To sequence, discuss and write about the main events in stories and recounts</p> <p>P9. <u>To recognise simple recurring literary language in stories and poetry</u></p>	<p>F1. <u>To understand both the books they can already read accurately and fluently and those they listen to.</u></p> <p>F2. <u>To draw on own knowledge or on background information and vocabulary provided by the teacher.</u></p> <p>F3. <u>To check that the text makes sense to them as they read, and correct inaccurate reading.</u></p> <p>F4. To verbally summarise the events in a short extract.</p> <p>F5. To write a summary of events from a short extract.</p> <p>F6. <u>To make and write inferences on the basis of what is said and done for example;</u> Hansel was clever when he put stones in his pocket because...</p> <p>F7. <u>To make and write about predictions based what has been read so far.</u></p> <p>F8. To make verbal and written predictions about familiar and unfamiliar texts.</p> <p>F9. <u>To answer and ask questions about a story.</u></p> <p>F10. To demonstrate and write about their understanding of fiction, poetry and non-fiction texts by asking and answering questions.</p>	<p>D1. <u>To participate in discussions 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</u></p> <p>D2. To explain own response to the text.</p> <p>D3. <u>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</u></p> <p>D4. To begin to retrieve information from non-fiction texts including using, contents pages, glossaries and index.</p> <p>D5. To identify and write about how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.</p>



<p><u>blending, when they have been frequently encountered</u></p> <p>W8. To focus on all the letters in the word. e.g. not reading place for palace.</p> <p>W9. To use a range of decoding strategies e.g. chunking, noting similar word patterns etc.</p> <p>W10. <u>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u></p> <p>W11. <u>To reread these books to build up their fluency and confidence in word reading.</u></p> <p>W12. To use tone and intonation when reading aloud.</p>	<p>P10. To use own experiences to relate to what they read, both verbally and in written form.</p> <p>P11. To make links between texts, based on prior reading experience.</p> <p>P12. To recognise and write about key themes and ideas within a text.</p> <p>P13. To identify and comment on vocabulary and literary features for example, all fairy tales start with once upon a time.</p> <p>P14. <u>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</u></p> <p>P15. <u>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</u></p> <p>P16. <u>To discuss</u> and write about <u>favourite words and phrases.</u></p>		
Sentence Stems		Vocabulary	
<p>I think...because...</p> <p>They are similar/different because...</p> <p>I know this because...</p> <p>I found...</p> <p>Next time I could...</p> <p>It was interesting because...</p> <p>I like the part where....</p> <p>I predict that...</p>		<p>plot, illustrator, alliteration, rhythm, beats, simile, narrator, chapter, pattern</p> <p>noun, noun phrase statement,</p> <p>question, exclamation, command compound, suffix adjective,</p>	





Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. <u>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</u></p> <p>S2. <u>To learn new ways of spelling phonemes for which one or more spellings are already known e.g. /r/ spelt wr (see Appendix 1 for full list), and learn some words with each spelling, including a few common homophones.</u></p> <p>S3. <u>To spell words with /l/ at the end of words spelt le, el and al.</u></p> <p>S4. <u>To spell words ending in il.</u></p> <p>S5. <u>To spell words ending in -y e.g. cry, reply.</u></p> <p>S6. <u>To spell words ending in -tion e.g. station</u></p> <p>S7. <u>To spell Year 2 common exception words. (Appendix 1)</u></p> <p>S8. <u>To learn the possessive apostrophe (singular) [for example, the girl's book] -s e.g. the dog's collar</u></p> <p>S9. <u>To learn to spell more words with contracted forms e.g. can't, couldn't.</u></p> <p>S10. <u>To distinguish between homophones and near-homophones</u> There/their/they're Here/hear quiet/quite See/sea bare/bear One/won sun/son To/too/two be/bee Blue/blew night/knight</p>	<p>H1. To sit correctly at a table without prompting, holding a pencil comfortably and correctly</p> <p>H2. To maintain consistency in handwriting size using the appropriate line size.</p> <p>H3. <u>To form lower-case letters of the correct size relative to one another.</u></p> <p>H4. <u>To use spacing between words that reflects the size of the letters.</u></p> <p>H5. <u>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</u></p> <p>H6. To use capital letters appropriately e.g. not always writing B as a capital.</p> <p>H7. To ensure capital letters are larger than lower case letters.</p> <p>H8. <u>To start using some of the diagonal and horizontal strokes needed to join letters.</u></p> <p>H9. To join most letters correctly and consistently. (Cursive)</p> <p>H10. To use all four handwriting joins.</p> <p>H11. <u>To understand which letters, when adjacent to one another, are best left un-joined.</u></p>	<p>C1. <u>To plan or say out loud what they are going to write about.</u></p> <p>C2. <u>To write down ideas and/or key words, including new vocabulary.</u></p> <p>C3. <u>To encapsulate what they want to say, sentence by sentence.</u></p> <p>C4. <u>To develop positive attitudes towards writing.</u></p> <p>C5. <u>To write for different purposes, effectively and draw on my reading experiences to inform the vocabulary and grammar in my writing.</u></p> <p>C6. To write narratives about personal experiences and those of others (real and fictional).</p> <p>C7. To write sentences that are sequences to form a short narrative.</p> <p>C8. To use different sentence openers.</p> <p>C9. To develop writing stamina so that I can write at length.</p> <p>C10. To use adventurous adjectives</p> <p>C11. To use verbs that make my writing more interesting to the reader.</p> <p>C12. To include adverbs in my writing e.g the lion roared loudly.</p> <p>C13. To use time connectives such as next, then, after, first.</p> <p>C14. <u>To make simple additions, revisions and corrections to their own writing</u></p>	<p>V1. <u>To learn the grammar for year 2 in English Appendix 2.</u></p> <p>V2. <u>To use some features of written Standard English.</u></p> <p>V3. <u>To form noun phrases using suffixes such as -ness, -er.</u></p> <p>V4. <u>To form noun phrases by compounding (For example, whiteboard, superman).</u></p> <p>V5. <u>To form adjectives using suffixes such as -ful, -less (see full list of suffixes can be found in the Year 2 spelling section of English appendix 1).</u></p> <p>V6. <u>To use the suffixes -er, and -est in adjectives.</u></p> <p>V7. <u>To use the suffix -ly to turn adjectives into adverbs.</u></p> <p>V8. To use pronouns- he, she, his, her.</p> <p>V9. <u>To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</u></p> <p>V10. <u>To use expanded noun phrases to describe and specify [for example, the blue butterfly].</u></p> <p>V11. <u>To understand the purpose of and write statement sentences.</u></p> <p>V12. <u>To understand the purpose of and write question sentences.</u></p> <p>V13. <u>To understand the purpose of and write exclamation sentences.</u></p>



<p>S11. <u>To apply the spelling rules and guidance in Appendix 1 to add -es, -ed, -ing and est to words ending in y.</u></p> <p>S12. <u>To add -er, -ed, -y and est to words ending in e preceded by a consonant.</u></p> <p>S13. <u>To add -ing, -ed, -er, -est and y to words of one syllable ending in a consonant after a single vowel letter.</u></p> <p>S14. <u>To add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</u></p> <p>S15. <u>To apply spelling rules and guidance, as listed in English Appendix 1</u></p> <p>S16. <u>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</u></p>		<p>C15. <u>To re-read to check that own writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</u></p> <p>C16. <u>To evaluate their writing with the teacher and other pupils</u></p> <p>C17. <u>To proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</u></p> <p>C18. <u>To read aloud what they have written with appropriate intonation to make the meaning clear.</u></p>	<p>V14. <u>To understand the purpose of and write command sentences.</u></p> <p>V15. To use a subheading.</p> <p>V16. <u>To use the present and past tenses correctly and consistently throughout writing.</u></p> <p>V17. <u>To use the progressive form of verbs in the present and past tense to mark actions in progress (For example, she is drumming, he was shouting).</u></p> <p>V18. <u>To learn how to use both familiar and new punctuation correctly (see English Appendix 2).</u></p> <p>V19. To use the punctuation taught in Yrs 1& 2 mostly correctly.</p> <p>V20. <u>To use full stops and Capital Letters.</u></p> <p>V21. <u>To use an exclamation mark correctly in a sentence.</u></p> <p>V22. <u>To use a question mark correctly in a sentence.</u></p> <p>V23. <u>To use commas to separate items in a list correctly.</u></p> <p>V24. <u>To use apostrophes to mark singular possession in nouns.</u></p> <p>V25. <u>To use apostrophes for contracted forms.</u></p> <p>V26. To be introduced to inverted commas for speech.</p> <p>V27. <u>To use and understand the grammatical terminology in English Appendix 2 in discussing their writing:</u></p> <p>a) <u>Noun</u></p> <p>b) <u>noun phrase</u></p> <p>c) <u>statement</u></p>
---	--	--	--



			d) <u>question</u> e) <u>exclamation</u> f) <u>command</u> g) <u>compound</u> h) <u>suffix</u> i) <u>adjective</u> j) <u>adverb</u> k) <u>verb</u> l) <u>tense (past, present)</u> m) <u>apostrophe</u> n) <u>comma</u>
--	--	--	---

Genres of Writing

Narrative	Non-Fiction	Poetry
Traditional stories	Explanation Text (Non-Chronological)	Shape Poems
Extended stories (Classic Text)	Information texts	Using the senses
Character/setting descriptions	Non-Chronological Reports	Poems on a theme
Quest and Adventure	Recounts	Pattern and rhyme (Limericks and Riddles)
Stories from other cultures	Lists	
Personal experiences (fiction)	Instructions	
	Fact writing	
	Personal experiences (non-fiction)	





Year 2 Overview

