

English

Spoken Language – Coverage in Summer plans: Year 2

Objective	Fiction 1	Fiction 2	Non-F 1	Non-F 2	Poetry 1	Poetry 2
Listen and respond appropriately to adults and their peers	Yellow	Blue	Green	Purple	Red	
Ask relevant questions to extend their understanding and knowledge	Yellow	Blue	Green	Purple		
Use relevant strategies to build their vocabulary	Yellow	Blue				Dark Blue
Articulate and justify answers, arguments and opinions	Yellow	Blue			Red	
Give well-structured descriptions and explanations				Purple		Dark Blue
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow	Blue	Green			
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow	Blue			Red	Dark Blue
Speak audibly and fluently with an increasing command of Standard English		Blue	Green		Red	
Participate in discussions, presentations, performances and debates	Yellow				Red	Dark Blue
Gain, maintain and monitor the interest of the listener(s)	Yellow	Blue				
Consider and evaluate different viewpoints, attending to and building on the contributions of others						
Select and use appropriate registers for effective communication.	Yellow	Blue	Green		Red	

Word Reading – Coverage in Summer plans: Year 2

Objective	Fiction 1	Fiction 2	Non-F 1	Non-F 2	Poetry 1	Poetry 2
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		Blue			Red	Dark Blue
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Yellow	Blue				Dark Blue
Read accurately words of two or more syllables that contain the same graphemes as above						
Read words containing common suffixes						
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word				Purple		Dark Blue
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				Purple		Dark Blue
Read aloud books closely matched to their improving phonic 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 – Coverage in Summer plans: Year 2

Objective	Fiction 1	Fiction 2	Non-F 1	Non-F 2	Poetry 1	Poetry 2
Develop pleasure in reading, motivation to read, vocabulary and understanding by:						
<ul style="list-style-type: none"> 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 						
<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related 						
<ul style="list-style-type: none"> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 						
<ul style="list-style-type: none"> Being introduced to non-fiction books that are structured in different ways 						
<ul style="list-style-type: none"> Recognising simple recurring literary language in stories and poetry 						
<ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 						
<ul style="list-style-type: none"> Discussing their favourite words and phrases 						
<ul style="list-style-type: none"> 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:						
<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher 						
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading 						
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done 						
<ul style="list-style-type: none"> Answering and asking questions 						
<ul style="list-style-type: none"> 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 can read for 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 – Coverage in Summer plans: Year 2

Objective	Fiction 1	Fiction 2	Non-F 1	Non-F 2	Poetry 1	Poetry 2
Pupils should be taught to spell by:						
<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 						
<ul style="list-style-type: none"> 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 						
<ul style="list-style-type: none"> Learning to spell common exception words 						
<ul style="list-style-type: none"> Learning to spell more words with contracted forms 						
<ul style="list-style-type: none"> Learning the possessive apostrophe (singular) [e.g. the girl's book] 						
<ul style="list-style-type: none"> Distinguishing between homophones and near-homophones 						
Pupils should be taught to add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly						
<ul style="list-style-type: none"> Apply spelling rules and guidance, as listed in English Appendix 1 						
<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 						
Pupils should be taught handwriting:						
<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another 						
<ul style="list-style-type: none"> 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 						
<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 						
<ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters 						

Writing: Composition – Coverage in Summer plans: Year 2

Objective	Fiction 1	Fiction 2	Non-F 1	Non-F 2	Poetry 1	Poetry 2
Pupils should be taught to develop positive attitudes towards and stamina for writing by:						
• Writing narratives about personal experiences and those of others (real and fictional)	Yellow	Blue		Purple		
• Writing about real events				Purple		
• Writing poetry						
• Writing for different purposes					Red	
Pupils should be taught to consider what they are going to write before beginning by:						
• Planning or saying out loud what they are going to write about	Yellow	Blue		Purple	Red	
• Writing down ideas and/or key words, including new vocabulary	Yellow	Blue	Green	Purple		Dark Blue
• Encapsulating what they want to say, sentence by sentence	Yellow	Blue	Green			Dark Blue
Pupils should be taught to make simple additions, revisions and corrections to their own writing by:						
• Evaluating their writing with the teacher and other pupils	Yellow	Blue				Dark Blue
• 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	Yellow	Blue				
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]		Blue		Purple		Dark Blue
Read aloud what they have written with appropriate intonation to make the meaning clear		Blue				

Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer plans: Year 2

Objective	Fiction 1	Fiction 2	Non-F 1	Non-F 2	Poetry 1	Poetry 2
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:						
• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Yellow	Blue	Green		Red	Dark Blue
Pupils should be taught to learn how to use:						
• Sentences with different forms: statement, question, exclamation, command		Blue				
• Expanded noun phrases to describe and specify [e.g. the blue butterfly]	Yellow		Green			Dark Blue
• The present and past tenses correctly and consistently including the progressive form	Yellow	Blue	Green			
• Subordination (using when, if, that or because) and co-ordination (using or, and, or but)	Yellow			Purple		
• The grammar for year 2 in English Appendix 2						
• Some features of written Standard English				Purple		
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.					Red	