

Coverage Chart – Year 2 Spring Term Fiction

Spoken Language – Coverage in Spring Fiction plans: Year 2

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions and explanations															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication.															

Word Reading – Coverage in Spring Fiction plans: Year 2

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent															
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes															
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															
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 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 Spring Fiction plans: Year 2

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	v Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
<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 	Yellow			Blue				Purple			Yellow				
<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related 	Yellow		Purple		Red			Purple		Red	Yellow				
<ul style="list-style-type: none"> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 			Purple								Yellow		Purple		
<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 						Yellow								Purple	
<ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 					Red										
<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 															
<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 								Purple							
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done 					Red						Yellow		Purple		
<ul style="list-style-type: none"> Answering and asking questions 	Yellow				Red										
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 						Yellow					Yellow				
<ul style="list-style-type: none"> 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 	Yellow						Orange	Purple	Blue		Yellow		Purple		
<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	Yellow					Yellow							Purple		

Writing: Transcription – Coverage in Spring Fiction plans: Year 2

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
<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 															
<ul style="list-style-type: none"> 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 															
<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 Spring Fiction plans: Year 2

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
• Writing narratives about personal experiences and those of others (real and fictional)	Yellow		Purple		Red	Yellow				Red					
• Writing about real events															
• Writing poetry															
• Writing for different purposes						Yellow		Purple							
• Planning or saying out loud what they are going to write about			Purple		Red	Yellow			Blue	Red		Orange			
• Writing down ideas and/or key words, including new vocabulary			Purple		Red	Yellow	Orange		Blue	Red		Orange			
• Encapsulating what they want to say, sentence by sentence	Yellow		Purple		Red	Yellow	Orange	Purple	Blue	Red		Orange			
• Evaluating their writing with the teacher and other pupils															
• 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			Purple		Red	Yellow	Orange		Blue	Red		Orange			
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]			Purple		Red	Yellow	Orange		Blue	Red					
Read aloud what they have written with appropriate intonation to make the meaning clear		Orange													

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

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
<ul style="list-style-type: none"> 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) 															
<ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command 															
<ul style="list-style-type: none"> Expanded noun phrases to describe and specify [e.g. the blue butterfly] 															
<ul style="list-style-type: none"> The present and past tenses correctly and consistently including the progressive form 															
<ul style="list-style-type: none"> Subordination (using when, if, that or because) and co-ordination (using or, and, or but) 															
<ul style="list-style-type: none"> The grammar for year 2 in English Appendix 2 															
<ul style="list-style-type: none"> Some features of written Standard English 															
<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 															

Coverage Chart – Year 2 Spring Term Non-Fiction

Spoken Language – Coverage in Spring Non-Fiction plans: Year 2

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
Listen and respond appropriately to adults and their peers					Red	Yellow	Orange	Purple		Red					
Ask relevant questions to extend their understanding and build vocabulary and knowledge					Red					Red					
Use relevant strategies to build their vocabulary															Red
Articulate and justify answers, arguments and opinions								Purple				Orange			
Give well-structured descriptions and explanations						Yellow						Orange			Red
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow				Red	Yellow		Purple							
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					Red					Red					Red
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates	Yellow							Purple	Blue			Orange			
Gain, maintain and monitor the interest of the listener(s)									Blue						
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication.															

Word Reading – Coverage in Spring Non-Fiction plans: Year 2

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Yellow		Purple					Purple			Yellow		Purple		Red
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes															
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															
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered			Purple												
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation			Purple										Purple		
Re-read these books to build up their fluency and confidence in word reading			Purple										Purple		

Reading: Comprehension – Coverage in Spring Non-Fiction plans: Year 2

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
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 															
<ul style="list-style-type: none"> 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 Spring Non-Fiction plans: Year 2

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
Pupils should be taught to spell by:															
• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly															
• 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															
• Learning to spell common exception words															
• Learning to spell more words with contracted forms															
• Learning the possessive apostrophe (singular) [e.g. the girl’s book]															
• Distinguishing between homophones and near-homophones															
Pupils should be taught to:															
• Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly															
• Apply spelling rules and guidance, as listed in English Appendix 1															
• 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:															
• Form lower-case letters of the correct size relative to one another															
• 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															
• 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

Writing: Composition – Coverage in Spring Non-Fiction plans: Year 2

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
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)															
• Writing about real events															
• Writing poetry															
• Writing for different purposes															
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															
• Writing down ideas and/or key words, including new vocabulary															
• Encapsulating what they want to say, sentence by sentence															
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															
• 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															
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]															
Read aloud what they have written with appropriate intonation to make the meaning clear															

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Non-Fiction plans: Year 2

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:															
<ul style="list-style-type: none"> 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) 															
Pupils should be taught to learn how to use:															
<ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command 															
<ul style="list-style-type: none"> Expanded noun phrases to describe and specify [e.g. the blue butterfly] 															
<ul style="list-style-type: none"> The present and past tenses correctly and consistently including the progressive form 															
<ul style="list-style-type: none"> Subordination (using when, if, that or because) and co-ordination (using or, and, or but) 															
<ul style="list-style-type: none"> The grammar for year 2 in English Appendix 2 															
<ul style="list-style-type: none"> Some features of written Standard English 															
<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 															

Coverage Chart – Year 2 Spring Term Poetry

Spoken Language – Coverage in Spring Poetry plans: Year 2

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5					
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions and explanations															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															

Select and use appropriate registers for effective communication.																			
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Word Reading – Coverage in Spring Poetry plans: Year 2

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5									
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent																			
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes																			
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																			
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 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 Spring Poetry plans: Year 2

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5					
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 															
<ul style="list-style-type: none"> 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 Spring Poetry plans: Year 2

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5						
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:																
<ul style="list-style-type: none"> 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 																

• 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																			

Writing: Composition – Coverage in Spring Poetry plans: Year 2

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5									
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)																			
• Writing about real events																			
• Writing poetry																			
• Writing for different purposes																			
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																			
• Writing down ideas and/or key words, including new vocabulary																			
• Encapsulating what they want to say, sentence by sentence																			
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																			
• 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																			

<ul style="list-style-type: none"> Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly] 															
Read aloud what they have written with appropriate intonation to make the meaning clear															

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

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5					
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:															
<ul style="list-style-type: none"> 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) 															
Pupils should be taught to learn how to use:															
<ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command 															
<ul style="list-style-type: none"> Expanded noun phrases to describe and specify [e.g. the blue butterfly] 															
<ul style="list-style-type: none"> The present and past tenses correctly and consistently including the progressive form 															

<ul style="list-style-type: none"> • Subordination (using when, if, that or because) and co-ordination (using or, and, or but) 															
<ul style="list-style-type: none"> • The grammar for year 2 in English Appendix 2 															
<ul style="list-style-type: none"> • Some features of written Standard English 															
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.															