



West Park Primary School

English Medium Term Planning



Year 2

Text Level		Sentence Level		Word Level	
<u>Reading objectives</u> <i>Continuous Work</i>		<u>Writing objectives</u> <i>Continuous work</i>		<u>Vocabulary, Grammar & Punctuation objectives</u> <i>Continuous work</i>	<u>Spoken language objectives</u> <i>Continuous work</i>
<u>Word reading</u> Pupils should be taught to: <ul style="list-style-type: none"> 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 the 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, 	<u>Comprehension</u> Pupils should be taught to 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 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 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 	<u>Transcription</u> 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 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) [for example, the girl's book] Distinguishing between homophones and near-homophones 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 	<u>Composition</u> Pupils should develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events. Writing poetry Writing for different purposes 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 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 	Pupils should be taught to: <ul style="list-style-type: none"> Develop their understanding of the concepts <i>letter, word, sentence, text, nouns, adjectives, adverbs, verb, root word, compound, suffixes, subordinating, coordinating conjunctions, noun phrase, present tense, past tense, apostrophe, comma, statement, question, exclamation, command.</i> Learning how to use both familiar and new punctuation correctly <i>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</i> Learn how to use sentences with different forms: <i>statement, question, exclamation, command</i> Expanded noun phrases to describe and specify The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Some features of written Standard English. 	Pupils should be taught to: <ul style="list-style-type: none"> 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 through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations,



West Park Primary School

English Medium Term Planning



Year 2

<p>sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <ul style="list-style-type: none">• Re-read these books to build up their fluency and confidence in word reading.	<p>by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <ul style="list-style-type: none">• Understand both the books that they can already read accurately and fluently and those that they listen to.• Draw 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• Make inferences on the basis of what is being said and done• Answer and ask questions• Predict 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.	<p>punctuation taught so far.</p>	<p>errors in spelling, grammar and punctuation</p> <ul style="list-style-type: none">• Read aloud what they have written with appropriate intonation to make the meaning clear.		<p>performances, role play, improvisations and debates.</p> <ul style="list-style-type: none">• 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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West Park Primary School

English Medium Term Planning

Year 2



ITAF:(Reading)

WT

The pupil can:

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).
- Read many common exception words.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

EXS

The pupil can:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words.

In age-appropriate books, the pupil can:

- Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- Sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- Check it makes sense to them
- Answer questions and make some inferences on the basis of what is being said and done.

GD

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

ITAF (Writing)

WT

The pupil can:

- write sentences that are sequenced to form a short narrative, after discussion with the teacher:
- Demarcating some sentences with capital letters and full stops.
- Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly.
- Spelling some common exception words
- Forming lower-case letters in the correct direction, starting and finishing in the right place.
- Forming lower-case letters of the correct size relative to one another in some of the writing.
- Using spacing between words.

EXS

The pupil can:

- write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher.
- Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- Using sentences with different forms in their writing (statements, questions, exclamations and commands).
- Using some expanded noun phrases to describe and specify.
- Using present and past tense mostly correctly and consistently.
- Using co-ordination (or/and/but) and some subordination (when/if/that/because).
- Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly.
- Spelling many common exception words.
- Spelling some words with contracted forms.
- Adding suffixes to spell some words correctly in their writing, e.g. **-ment, -ness, -ful, -less, -ly**
- Using the diagonal and horizontal strokes needed to join letters in some of their writing.
- Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Using spacing between words that reflects the size of the letters.

GD

The pupil can:

- Write for different purposes after discussion with the teacher
- Using the full range of punctuation taught at key stage 1 mostly correctly
- Spelling most common exception words.
- Spelling most words with contracted forms
- Adding suffixes to spell most words correctly in their writing, e.g. **-ment, -ness, -ful, -less, -ly.**
- Using the diagonal strokes needed to join letters in most of their writing.



Autumn 1

Autumn 1				
<p><u>Texts to be covered:</u></p> <ul style="list-style-type: none">• Scaredy Squirrel, Melanie Watt <p>https://www.youtube.com/watch?v=jiWu4_oDaNA&feature=youtu.be</p> <p>http://www.scaredysquirrel.com/about.html</p>	<p><u>Handwriting and presentation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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.	<p><u>Spelling lists:</u></p> <ul style="list-style-type: none">• Set 1: Y as igh• Set 2: al/all• Set 3 o sounds like u & ey• Set 4: a sounds like o• Set 5 or sounds like er after w and ar sounds like or• Set 6: g/dge/ge sounds like j• Set 7: Silent k & silent wr <p>SEN: Consolidate Phase 2 spellings.</p>	<p><u>Cross-curricular links:</u></p> <p>Maths – Days of the week - Time</p> <p>Computing -Presenter - Researcher</p>	
Reading	Writing	SPaG	Genre	Week
<ul style="list-style-type: none">• Focus 1a Vocabulary (Non- Fiction)• Baseline (Reading Fluency) (90 words in 1 minute)• To identify words with the same meaning. (1a)• To identify imperative (bossy) verbs within a text. (1a)• Read instructions to support writing for next week.• Bug Club• SRA• Phonics• Pre-reads and Guided Reading• Independent comprehension (Scaredy Squirrel) 1a	<ul style="list-style-type: none">• Spelling Set 1: Y as igh	<ul style="list-style-type: none">• Recap verbs, adjectives and nouns.• Bossy verbs• Time conjunctions PT	Reading 1a	1
<ul style="list-style-type: none">• 1b Retrieve information	<ul style="list-style-type: none">• Spelling Set 2: al/all• Talk for writing order/retell instructions.• Roald Dahl Day Poetry• Use Padlet to plan instructions.• Write instructions	<ul style="list-style-type: none">• Recap verbs, adjectives and nouns.• Time conjunctions• Contractions• Past and Present tense	NF (Instructions)	2
<ul style="list-style-type: none">• Focus 1b Retrieval (Fiction)• I can explain how non-fiction books are organised.• I can find the contents/glossary/index page.• I can explain the purpose of the contents/glossary/index page.	<ul style="list-style-type: none">• Spelling Set 3 o sounds like u & ey• Edit instructions	<ul style="list-style-type: none">• Suffixes• Contractions• Past and Present tense• Word class	Reading 1b	3



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English Medium Term Planning



Year 2

<ul style="list-style-type: none">• I can explain my understanding of what I have read.• I can answer questions about a text.• I can retell a story.• I can recall information from a text.• I can discuss events, characters and settings.• Bug Club• SRA• Phonics• Pre-reads and Guided Reading• Independent comprehension (Squirrels/Melanie Watt) 1b				
	<ul style="list-style-type: none">• Spelling Set 4: a sounds like o• Plan• Write a letter• National Poetry Day (Freedom)• Edit	Word classes Noun Phrase 1A Recap co-ordinating C ?	F (Letter)	4
<ul style="list-style-type: none">• Focus 1d inference (Fiction)• I can make simple inferences.• I can explain why a character behaved in a particular way.• I can explain a character's feelings.• I can find clues in the text and illustrations to explain my ideas.• Bug Club• SRA• Phonics• Pre-reads and Guided Reading	<ul style="list-style-type: none">• Spelling Set 5 or sounds like er after w and ar sounds like or	Word classes Questions ? Co-ordinating conjunctions C Co-ordinating conjunctions C	Reading (1d)	5



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English Medium Term Planning



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Hodders reading Test 1A Rising Stars Autumn 1 Phonic Checks (Not Passed) Reading Fluency (Bug Club)	<ul style="list-style-type: none">• Spelling Set 6: g/dge/ge sounds like j	Rising Stars SPaG WP Spelling assessment/30	Assessment Week	6
	<ul style="list-style-type: none">• Spelling Set 7: Silent k & silent wr• Commas in a List• Research Flying Squirrel• Write Non-Fiction Report• Edit	Question or statement ? FS. Commas CL	Writing NF	7