

## Year 2 English Medium Term Plan

Reading and writing lessons will be delivered through a variety of high quality texts, to include written and visual texts. Suggested texts for each term may be used. However, teachers are free to choose their own texts in conjunction with the English coordinator.

Age appropriate conventions and objectives are repeated so that they can be used in different contexts and reinforced over the course of the year so that knowledge and skills are embedded. Therefore, comparisons can also be made between how learned conventions vary dependent on text type and intended purpose and impact and audience. Texts will become progressively more complex throughout the year.

See the text progression documents (as highlighted) to help with how to develop this text type for each year group.

Persuasive, Explanatory, Narrative, Poetry, Formal and informal recounts, Instructional/procedural

Autumn Term	Spring Term	Summer Term
<p><b>Text types</b>  <b>Poetry-</b> Diamante poetry (unrhymed 7 line poem)</p> <p><b>Fiction from our literary heritage- traditional tales:</b> (<i>talking animals and the pattern of three</i>)  <i>Three Little Pigs Goldilocks and the three bears The Three Billy Goats Gruff</i></p> <p><b>Modern fiction-</b> clear beginning, middle and end. Setting and character</p> <p><b>Non-fiction</b>            Report</p>	<p><b>Text types</b>  <b>Poetry-</b> Concrete (shape) poem</p> <p><b>Stories from other cultures</b></p> <p><b>Modern fiction:</b> More complex plot and sentence structures (figurative)            Science fiction</p> <p><b>Non-fiction</b>            Instructions</p>	<p><b>Text types</b>  <b>Poetry-</b> Haiku</p> <p><b>Myths (and/or folk tales) and Legends</b></p> <p><b>Modern fiction:</b> More complex plot and sentence structures (narratively complex)            Crime/mystery</p> <p><b>Non-fiction</b>            Information texts</p>
<p><b>Suggested texts</b>  <i>Out and About A First Book of Poems</i> Shirley Hughes (poetry)            Beegu – Alexis Deacon            The Stormwhale –Benji Favies            Lost and Found – Oliver Jeffers</p>	<p><b>Suggested texts</b>  <i>Once Upon a Raindrop</i> James Carter (poetry)            Things to Make for Mums Rebecca Gilpin            Leonora Bolt: Secret Inventor Lucy Brandt            The suitcase</p>	<p><b>Suggested texts</b>  <i>What Did the Tree See?</i> Charlotte Guillain (poetry)            Aesop’s fables: The Hare and the tortoise The Lion and the Mouse            Who Makes a Forest? Sally Nicholls</p>

		<p>Sherlock Holmes Boxset Alex Woolf  The Dark Lemony Snicket  The Tin Forest  The Day I Fell Into a Fairytale Ben Miller  Sherlock Bones and the Case of the Crown Jewels</p>
<p><b>Spelling focus</b>  <i>I can understand the rules for and spell words</i>  door, floor, poor, because, find, kind, mind,  behind, child, children*, wild, climb, most, only,  both, old, cold, gold, hold, told, every</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <ul style="list-style-type: none"> <li>The letter j is never used for the /dʒ/ sound at the end of English words.</li> <li>At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). <i>badge, edge, bridge, dodge, fudge</i></li> <li>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. <i>age, huge, change, charge, bulge, village</i></li> <li>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. <i>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</i></li> </ul> <p>The /s/ sound spelt c before e, i and y</p>	<p><b>Spelling focus</b>  <i>I can understand the rules for and spell words</i>  everybody, even, great, break, steak, pretty,  beautiful, after, fast, last, past, father, class,  grass, pass, plant, path, bath, hour, move, prove</p> <p>Words ending –il</p> <ul style="list-style-type: none"> <li>pencil, fossil, nostril</li> </ul> <p>The /aɪ/ sound spelt –y at the end of words</p> <ul style="list-style-type: none"> <li>cry, fly, dry, try, reply, July</li> </ul> <p>Adding –es to nouns and verbs ending in –y</p> <ul style="list-style-type: none"> <li>The y is changed to i before –es is added. <i>flies, tries, replies, copies, babies, carries</i></li> </ul> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <ul style="list-style-type: none"> <li>The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing. <i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i></li> </ul> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p>	<p><b>Spelling focus</b>  <i>I can understand the rules for and spell words</i>  improve, sure, sugar, eye, could, should, would,  who, whole, any, many, clothes, busy, people,  water, again, half, money, Mr, Mrs, parents,  Christmas</p> <p>The /ɒ/ sound spelt a after w and qu</p> <ul style="list-style-type: none"> <li>a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu. <i>want, watch, wander, quantity, squash</i></li> </ul> <p>The /ɜ:/ sound spelt or after w</p> <ul style="list-style-type: none"> <li>There are not many of these words. <i>word, work, worm, world, worth</i></li> </ul> <p>The /ɔ:/ sound spelt ar after w</p> <ul style="list-style-type: none"> <li>war, warm, towards</li> </ul> <p>The /ʒ/ sound spelt s</p> <ul style="list-style-type: none"> <li>television, treasure, usual</li> </ul> <p>The suffixes –ment, –ness, –ful, –less and –ly</p> <ul style="list-style-type: none"> <li>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <i>enjoyment, sadness,</i></li> </ul>

<ul style="list-style-type: none"> <li>• <b>race, ice, cell, city, fancy</b></li> </ul> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <ul style="list-style-type: none"> <li>• <b>knock, know, knee, gnat, gnaw, gnome</b></li> </ul> <p>The /r/ sound spelt wr at the beginning of words</p> <ul style="list-style-type: none"> <li>• <b>write, written, wrote, wrong, wrap</b></li> </ul> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <ul style="list-style-type: none"> <li>• <b>table, apple, bottle, little, middle</b></li> </ul> <p>The /l/ or /əl/ sound spelt –el at the end of words</p> <ul style="list-style-type: none"> <li>• The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s. <b>camel, tunnel, squirrel, travel, towel, tinsel</b></li> </ul> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <ul style="list-style-type: none"> <li>• Not many nouns end in –al, but many adjectives do. <b>metal, pedal, capital, hospital, animal</b></li> </ul>	<ul style="list-style-type: none"> <li>• The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being. <b>hiking, hiked, hiker, nicer, nicest, shiny</b></li> </ul> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <ul style="list-style-type: none"> <li>• The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <b>mixing, mixed, boxer, sixes, patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</b></li> </ul> <p>The /ɔ:/ sound spelt a before l and ll</p> <ul style="list-style-type: none"> <li>• The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll. <b>all, ball, call, walk, talk, always</b></li> </ul> <p>The /ʌ/ sound spelt o</p> <p><b>other, mother, brother, nothing, Monday</b></p> <p>The /i:/ sound spelt –ey</p> <ul style="list-style-type: none"> <li>• The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.). <b>key, donkey, monkey, chimney, valley</b></li> </ul>	<p><b>careful, playful, hopeless, plainness (plain + ness), badly</b></p> <ul style="list-style-type: none"> <li>• Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. <b>merriment, happiness, plentiful, penniless, happily</b></li> </ul> <p>Contractions. In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can’t – cannot). It’s means it is (e.g. It’s raining) or sometimes it has (e.g. It’s been raining), but it’s is never used for the possessive. <b>can’t, didn’t, hasn’t, couldn’t, it’s, I’ll</b></p> <p>The possessive apostrophe (singular nouns) <b>Megan’s, Ravi’s, the girl’s, the child’s, the man’s</b></p> <p>Words ending in –tion <b>station, fiction, motion, national, section</b></p> <p>Homophones and near-homophones <b>there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</b></p>
<p><b>Handwriting focus</b></p>	<p><b>Handwriting focus</b></p>	<p><b>Handwriting focus</b></p>

<p>form lower-case letters of the correct size relative to one another</p> <ul style="list-style-type: none"> <li>• Set 1 letters: 'c o a d g f s q e'</li> <li>• Set 2 letters: 'i l t j u y'</li> <li>• Set 3 letters: 'b h k m n p r'</li> <li>• Set 4 letters: 'v w x z'</li> </ul>	<p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <ul style="list-style-type: none"> <li>• capital letters 'F E H I T L A K V W X Y Z'</li> <li>• capital letters 'M N B D C G O Q S P R U J'</li> <li>• focusing on numbers 0-10</li> </ul> <p>use spacing between words that reflects the size of the letters.</p> <p>Start using some of the diagonal strokes needed to join letters</p> <ul style="list-style-type: none"> <li>• diagonal join to a small letter</li> </ul>	<p>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 (break letters).</p> <ul style="list-style-type: none"> <li>• diagonal join to a small letter</li> <li>• diagonal join to a tall letter</li> <li>• words containing break letters</li> <li>• Words containing tricky letters – s and f</li> </ul>
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