

Y2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Terminology p80	<p>Pupils must use and understand:</p> <ul style="list-style-type: none"> Comma Past tense Present tense Verb Adverb Adjective Compound Suffix Statement Question Exclamation Command Noun Noun phrase Apostrophe 					
Phonics	<p>Letters and Sounds Phase 5 Revision</p>		<p>Letters and Sounds Phase 6</p>			
Spelling Appendix 1 p73 Spelling Rules 50	<p>Phase 5 Spelling Focus</p> <p>The /s/ sound spelt c before e, i, y.</p> <p>The /n/ sound at the beginning of a word - kn and gn</p> <p>The /r/ sound at the beginning of the word - wr</p> <p>The /aI/ sound spelt -y at the end of words (cry)</p> <p>Adding -es to nouns ending in -y</p>	<p>Phase 6 Spelling Focus</p> <p>The /ɔ:/ sound spelt A before l and ll (ball)</p> <p>The /ʌ/ sound spelt o (other)</p> <p>The /i:/ sound spelt ey (donkey)</p> <p>The /ɒ/ sound spelt A after W and QU (want)</p> <p>The /ɜ:/ sound spelt OR after W (word)</p> <p>The /ɔ:/ sound spelt AR after W (war)</p>	<p>Phase 6 Spelling Focus</p> <p>The /l/ or /əl/ sound -le (bottle), -el (camel) -al (metal)</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copy - copier)</p> <p>Adding -ing, -ed, -er, -est, -y to words ending -e with a consonant before it (shine - shiny)</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (pat - patting)</p>	<p>Phase 6 Spelling Focus</p> <p>Contractions (VPG)</p> <p>Possessive Apostrophe (singular nouns) (VPG)</p> <p>The /z/ sound spelt s (treasure)</p> <p>Words ending in -il (pencil)</p> <p>The /dz/ sound ge and dge (badge, age) at the ends of words and g before e, i, y (magic)</p>	<p>Phase 6 Spelling Focus</p> <p>Words ending in -tion</p> <p>Homophones and near homophones</p> <p>The suffixes (VPG)</p> <p>-ment</p> <p>-ness</p> <p>-ful</p> <p>-less</p> <p>-ly</p>	<p>Phase 5 Spelling Focus</p> <p>The /s/ sound spelt c before e, i, y.</p> <p>The /n/ sound at the beginning of a word - kn and gn</p> <p>The /r/ sound at the beginning of the word - wr</p> <p>The /aI/ sound spelt -y at the end of words (cry)</p> <p>Adding -es to nouns ending in -y</p>
<p>Common Exception Words and Days of the Week Write from memory simple dictated sentences</p>						
Handwriting	<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 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 					

Composition	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real & fictional) Write about real events Write poetry Write for different purposes Plan or say out loud what they are going to write about Record ideas and key words (include new vocabulary) Encapsulate what they want to say, sentence by sentence Proof - read to check errors in SpGP Edit their work by evaluating it with their teacher or peers Re-read to check writing make sense and that verbs to indicate time are used correctly and consistently Read aloud their writing with appropriate intonation to make the meaning clear. 					
VP6 Appendix 2 Pg 74	<p>Use expanded noun phrases to describe and specify</p> <p>Use punctuation correctly</p> <ul style="list-style-type: none"> Full stops Capital letters Exclamation marks Question marks <p>Write and identify sentences with different forms:</p> <ul style="list-style-type: none"> Question Exclamation 	<p>Use expanded noun phrases to describe and specify</p> <p>Use punctuation correctly</p> <ul style="list-style-type: none"> . C ? ! Commas (list) <p>Use and understand subordination (if, when, that, because)</p> <p>Write and identify sentences with different forms:</p> <ul style="list-style-type: none"> Statements Commands 	<p>Use expanded noun phrases to describe and specify</p> <p>Use punctuation correctly</p> <ul style="list-style-type: none"> . C ? ! , <p>Use and understand subordination (if, when, that, because)</p> <p>Use past and present tense correctly</p> <p>Use and understand Coordination (or, and, but)</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use punctuation correctly</p> <ul style="list-style-type: none"> . C ? ! , Possessive apostrophe Contracted apostrophe <p>Use and understand subordination (if, when, that, because)</p> <p>Use past and present tense correctly</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use punctuation correctly</p> <ul style="list-style-type: none"> . C ? ! , ' , <p>Use and understand subordination (if, when, that, because)</p> <p>Formation of nouns using suffixes -ness and -er</p> <p>Form new word by compounding (superman)</p> <p>Formation of adjectives using suffixes -ful and -less</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use punctuation correctly</p> <ul style="list-style-type: none"> . C ? ! , ' , <p>Use past and present tense correctly</p>

Word Reading	
Reading	<ul style="list-style-type: none"> • To apply the phonic knowledge and skills as the route to decode words so that reading is fluent and decoding embedded • To blend sounds of the graphemes taught effectively as well as recognising alternative sounds for the graphemes • To read accurately words of two or more syllables that contain the taught graphemes • To read words containing common suffixes <ul style="list-style-type: none"> • Read further common exception words, noting unusual correspondence between spelling and sounds and where these occur in the word • Read MOST words quickly and accurately, without obvious sounding and blending • Read aloud books, within my reading level, fluently, sounding out unfamiliar words accurately and without undue hesitation • Re-read familiar books to build up fluency and confidence in word reading
Comprehension	
Reading Comprehension	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Develop pleasure in reading, motivation to read, vocabulary & understanding by:</p> <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 <u>beyond</u> 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 by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear </div> <div style="width: 48%;"> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Drawing 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 • Making inferences on the basis of what is being said and done • Answering and asking questions • 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. </div> </div>
Speaking and Listening	<p>To be taught at a level appropriate to the pupils (ONGOING)</p> <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 <ul style="list-style-type: none"> • 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 , presentation, performances, role-play, improvisation and debates • Gain, maintain and monitor the interest of the listeners • Consider and evaluate different viewpoints, attending to and building on the contributions of others.
<p>GPC - grapheme, phoneme correspondences</p>	