

Year 2 Medium Term Plan English

Composition, Handwriting, SPAG, Spelling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Term 1 Under the sea Set text: The Little Mermaid</p> <p>Terminology: noun, noun phrase statement, question, exclamation, command compound, adjective, verb, suffix tense (past, present) apostrophe, comma</p>	<p>Oral rehearsing of the holiday</p> <p>The /s/ sound spelled c before e, i and y</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Retelling and sequencing – oral and performance</p> <p>The /s/ sound spelled c before e, i and y</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Retelling and sequencing-through sentences</p> <p>- form lower-case letters of the correct size relative to one another</p> <p>The // or /ə/ sound spelled –le / –el / –al and –il at the end of words</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling appendix.)</p>	<p>Setting</p> <p>- form lower-case letters of the correct size relative to one another</p> <p>The // or /ə/ sound spelled –le / –el / –al and –il at the end of words</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling appendix.)</p>	<p>Characters</p> <p>- use spacing between words that reflects the size of the letters.</p> <p>The /dʒ/ sound spelled as ge and dge at the end of words, and sometimes spelled as g elsewhere in words before e, i and y</p> <p>Commas to separate items in a list</p>	<p>ASSESSMENT WEEK</p>	<p>Comparison of genre types</p> <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 un-joined</p> <p>The /aɪ/ sound spelled –y at the end of words</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p>	<p>Poems</p> <p>- use spacing between words that reflects the size of the letters.</p> <p>The /dʒ/ sound spelled as ge and dge at the end of words, and sometimes spelled as g elsewhere in words before e, i and y</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p>
<p>Term 2 Great Fire</p>	<p>Poems</p> <p>- write capital</p>	<p>Fire safety-rules, posters</p>	<p>ASSESSMENT WEEK</p>	<p>Non-chronological reports: eye</p>	<p>Non-chronological reports:</p>	<p>Diary writing</p> <p>- start using</p>	<p>Following and writing instructions</p>	

<p>of London</p> <p>Terminology: noun, noun phrase statement, question, exclamation, command compound, adjective, verb, suffix tense (past, present) apostrophe, comma</p>	<p>letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>The /ɔ:/ sound spelt a before l and ll e.g. all, talk</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs</p>	<p>- use spacing between words that reflects the size of the letters.</p> <p>The /ɔ:/ sound spelt a before l and ll e.g. all, talk</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs</p>		<p>witness (present tense)</p> <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 un-joined</p> <p>The /aɪ/ sound spelt -y at the end of words</p> <p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p>	<p>newspaper reports (past tense)</p> <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 un-joined</p> <p>The /aɪ/ sound spelt -y at the end of words</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>	<p>some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>The /i:/ sound spelt -ey e.g key</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<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 un-joined</p> <p>The /i:/ sound spelt -ey e.g key</p> <p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p>	
<p>Term 3 Transport</p>	<p>Characters and settings encapsulating what they want to say, sentence by</p>	<p>Descriptions writing narratives about personal experiences and those of others (real</p>	<p>Persuasive writing for different purposes</p> <p>Subordination (using <i>when, if,</i></p>	<p>ASSESSMENT WEEK</p>	<p>Instructions re-reading to check that their writing makes sense and that verbs to indicate</p>	<p>Explanation texts writing about real events</p> <p>How the grammatical</p>		

	<p>sentence</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>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</p>	<p>and fictional)</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>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</p>	<p><i>that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>The suffixes –ment, –ness, –ful –less and –ly</p>		<p>time are used correctly and consistently, including verbs in the continuous form</p> <p>Commas to separate items in a list</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 e.g. runny</p>	<p>patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it e.g. shiny</p>		
Term 4 Food								
Term 5 Night time	<p>Narrative</p> <p>- form lower-case letters of the correct size relative to one another</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>there/their/they're,</p>	<p>Narrative</p> <p>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Commas to separate items in a list</p> <p>The suffixes –ment, –ness, –ful –less and –ly</p>	<p>Non-chronological report</p> <p>- use spacing between words that reflects the size of the letters.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Adding –ing, –ed, –er, –est and –y</p>	<p>Non-chronological report</p> <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 un-joined</p> <p>Use of the</p>	<p>SATs</p> <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 un-joined</p> <p>Apostrophes to mark where letters are missing in spelling</p>			

	here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight		to words of one syllable ending in a single consonant letter after a single vowel letter e.g. runny	progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] The possessive apostrophe (singular nouns)	Contractions e.g. I'll			
Term 6 Castles	<p>Poetry</p> <p>- form lower-case letters of the correct size relative to one another</p> <p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it e.g. shiny</p>	<p>Narrative-Paper Bag Princess</p> <p>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p>	<p>Narrative-Paper Bag Princes</p> <p>- use spacing between words that reflects the size of the letters.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Adding -es to nouns and verbs ending in -y</p>	<p>Information</p> <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 un-joined</p> <p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (e.g. <i>whiteboard, superman</i>)</p> <p>The /r/ sound spelt wr at the beginning of words</p>	<p>Information</p> <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 un-joined</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling appendix.)</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>	<p>Persuasion</p> <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 un-joined</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs</p> <p>Words ending in <i>-tion</i> e.g. station</p>	<p>Recount</p> <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 un-joined</p> <p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>The /z/ sound spelt s e.g. usual</p>	<p>Poetry</p> <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 un-joined</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Vowel sounds after w e.g. word, warm</p>