

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>All about me</b>	<b>Fabulous Fiction</b>	<b>Authors</b>	<b>Mixtures and Medicines</b>	<b>Seas and Oceans</b>	<b>Plastics</b>
Text:	What makes me a me?  We are all Wonders	The Darkest Dark	The Enormous Crocodile  Roald Dahl	George's Marvellous Medicine  Roald Dahl	Winnie at the seaside	A planet full of Plastic  Captain Green and the plastic scene
Genre coverage	Non-chronological report – real event  Instructions on being a good friend	Letter of apology  Persuasive arguments  Story ending	Non-fiction crocodile report  Fiction – alternative story Letter from the crocodile	Instructions  Character descriptions  Compare characters – grandma and the crocodile	Recount – real event  Instructions – how to build a sandcastle  Sharks – fact files	Informative poster  Wanted poster/advert  Persuasive letter of application
Grammar and punctuation	<p>write and punctuate simple and compound sentences using the connectives and, and but</p> <p>Secure the use of full stops and capital letter</p> <p>Subordination for reason – because</p> <p>Select verbs to complete sentences.</p> <p>Identify and select nouns to complete sentences</p> <p>Generate select and effectively use adjectives.</p>	<p>Say, write and punctuate simple and compound sentences using the joining words so and or.</p> <p>Use sentences with different forms questions and exclamations.</p> <p>Use subordination for time – when.</p> <p>Use subordination conjunction – that in oral sentences.</p> <p>Use commas to separate items in a list.</p> <p>Generate select and effectively use verbs.</p> <p>Explore the progressive form of verbs in the past tense orally and in writing to mark actions in progress he was singing, they were.</p> <p>Use past tense accurately and consistently</p> <p>Generate select and effectively use nouns</p> <p>Edit and improve writing strengthening the use of adjectives to create simple noun phrases.</p>	<p>Edit and improve simple compound sentences using the joining words and, but, so, or.</p> <p>Use sentences with different forms, statements and commands</p> <p>With prompting edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use subordination for reason using if</p> <p>Use commas in a list</p> <p>Use the conjunction that in a written sentence</p> <p>Independently edit and improve own writing strengthening the use of verbs and nouns.</p> <p>Use present tense accurately and consistently for non-chronological reports and adverts.</p> <p>Identify generate and effectively use noun phrases</p> <p>Identify understand and select adverbs to complete noun phrases.</p>	<p>Edit and improve simple compound sentences using the joining words and, but, so, or.</p> <p>Use and punctuate sentences with different forms, statements, commands, questions and exclamations.</p> <p>Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use apostrophes for contracted forms.</p> <p>Use subordination time using before and after. For reason using because and if</p> <p>Use subordination conjunction that in sentences and use these in non-fiction writing.</p> <p>Explore the progressive forms of verbs in the past tense orally and in writing.</p> <p>Independently edit and improve own writing strengthening the use of tense</p> <p>Identify generate and effectively use verbs</p> <p>Identify generate and effectively use noun phrases</p>	<p>Edit and improve simple compound sentences using the joining words and, but, so, or.</p> <p>Use and punctuate sentences with different forms, statements, commands, questions and exclamations.</p> <p>Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use subordination time using when, before and after.</p> <p>Subordination for reason using because and if</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes for contracted forms</p> <p>Explore the progressive forms of verbs in the present tense to mark actions in progress</p> <p>Independently edit and improve own writing strengthening the use of noun</p> <p>Identify generate and effectively use verbs and Noun phrases</p>	<p>Edit and improve simple compound sentences using the joining words and, but, so or.</p> <p>Use and punctuate sentences with different forms, statements, commands, questions and exclamations.</p> <p>Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use subordination time using when, before and after.</p> <p>Subordination for reason using because and if</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes for contracted forms</p> <p>Explore the progressive forms of verbs in the present tense to mark actions in progress</p> <p>Independently edit and improve own writing strengthening the use of noun</p> <p>Identify generate and effectively use verbs and noun phrases.</p>

Handwriting	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  To form lower case letters of the correct size, relative to one another.	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.
	<i>Pencil control - correct grip</i>	<i>Zig zag letters z, v, w, x</i>	<i>Introducing joins at, all</i>	<i>Joins nd, ld</i>	<i>Joins wa, wo</i>	<i>Joins ice, ide</i>
	<i>Long ladders l,i,t,u,j,y</i>	<i>Zig zag capital letters</i>	<i>Joins th, ch</i>	<i>Joins ng, ee</i>	<i>Joins ol, ot</i>	<i>Joins ow, ou</i>
	<i>Long ladders capital letters</i>	<i>Recap long ladders and capitals</i>	<i>Joins ch, cl</i>	<i>Joins ai, ay</i>	<i>Joins wh, oh</i>	<i>Joins oy, oi</i>
	<i>One armed robots r, b, n, h, m, k, p</i>	<i>Recap one armed and capitals</i>	<i>Joins in, im</i>	<i>Joins ime, ine</i>	<i>Joins of, if</i>	<i>Joins oa, ode</i>
	<i>One armed robots capital letters</i>	<i>Recap caterpillars and capitals</i>	<i>Joins cr, tr, dr</i>	<i>Joins one, ome</i>	<i>Joins eel, eet</i>	<i>Joins ir, ur, er</i>
	<i>Curly caterpillars c, a, d, o, s, g</i>	<i>Recap zig zag and capital letters</i>	<i>Joins lp, mp</i>	<i>Joins oa, og</i>		<i>Joins or, oor</i>
	<i>Curly caterpillars capital letters</i>	<i>Vowels a, e, i, o, u</i>	<i>Joins id, ig</i>			

Writing composition	<p>Discuss and plan what they are going to write</p> <p>Orally rehearse each sentence prior to writing including simple and compound sentences.</p> <p>Identify purpose of writing.</p> <p>Edit and improve own writing.</p> <p>Evaluate their own writing with support</p> <p>Proof read to check for errors.</p> <p>Read aloud their writing taking note of punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Edit improve own writing with some sign posting from the teacher.</p> <p>Begin to use peer evaluation</p> <p>Proof read to check for errors in grammar, spelling and punctuation including the correct form of verbs</p> <p>Read aloud their writing with intonation taking note of punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p>
Whole class guided reading	<p>Predict – Mr Wolf's Pancakes</p> <p>Vocabulary – The Adventures of the Egg Box Dragon</p> <p>Inference – Goldilocks and the Three Bears</p> <p>Sequence – The Gingerbread Man</p> <p>Visualise - The Tear Thief</p> <p>Question – The Invisible</p> <p>Retrieval – Lost and Found</p> <p>English text</p> <p>Wonder</p> <p>What makes me a me</p>	<p>Good little wolf</p> <p>On the way home</p> <p>Slightly annoying elephant</p> <p>There is no dragon in this story</p> <p>Way home for wolf</p> <p>English text</p> <p>The Darkest Dark</p>	<p>The Enormous crocodile</p> <p>Crocodile tears – poetry</p> <p>Never smile at a crocodile – Peter pan</p> <p>The Koala who could</p> <p>Ella and the Ocean by Lian Tanner</p> <p>English text</p> <p>The Enormous crocodile</p>	<p>George's Marvellous Medicine</p> <p>English text</p> <p>George's Marvellous Medicine</p>	<p>Monty the Manatee</p> <p>David Attenborough</p> <p>Clean up – Nathan Byron</p> <p>Poems about the seaside – Brian Moses</p> <p>English text</p> <p>Winnie at the seaside</p>	<p>Somebody swallowed Stanley</p> <p>The tale of the toothbrush</p> <p>The big book of the blue</p> <p>English text</p> <p>Captain Green and the plastic scene</p> <p>A planet full of plastic</p>

## National curriculum 2022 Year 2

## Reading

- 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, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

## Writing



- 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 punctuation taught so far.

## Appendix 1 - Spelling year 2

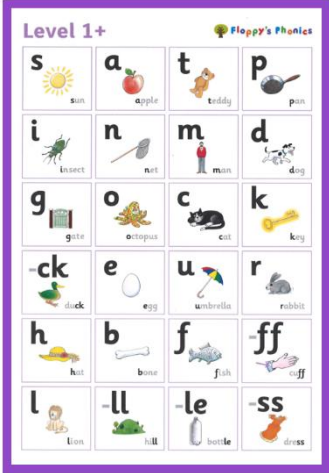

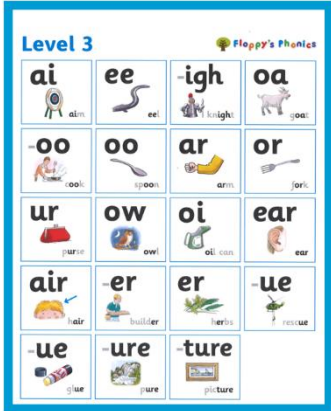

- spells alternative phonemes: ge, dge, (The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y) c, (The /s/ sound spelt c before e, i and y )
- g, k (The /n/ sound spelt kn and (less often) gn at the beginning of words) , wr (The /r/ sound spelt wr at the beginning of words) el, (The /l/ or /əl/ sound spelt –el at the end of words ) or, (The /ɜ:/ sound spelt or after w)
  - a, (The /ɔ:/ sound spelt a before l and ll) a (The /ɔ:/ sound spelt ar after w) s, (The /z/ sound spelt s – television)
- spells words with the ending –il (relatively few e.g. nostril, pencil, fossil compared to other taught and easily confused endings with the /l/ or /əl/ sound spelt –le in table/apple; –el in camel/tunnel or –al in metal/pedal
- mostly accurate spelling of common exception words may include door, because, mind, wild, climb, most, only, both, old, every, even, great, break, pretty, beautiful, after, fast, father, class, plant, path, hour, move, sure, sugar, eye, could, who, whole, any, clothes, busy, people water, again, half, money, Mr, Mrs, parents, Christmas
- spells more words with contracted forms where the apostrophe represents an omitted letter or letters (e.g. can't , didn't, hasn't. couldn't, it's, I'll)
- uses the possessive apostrophe (singular) e.g. the girl's book
- knows the difference in meaning between taught homophones and near-homophones e.g. there/their/they're , quite/quiet, here/hear, sea/see, one/won.
- mostly accurate spelling of words with taught suffixes where changes are needed to the root word. Statutory requirements:
  - adding –er,-ing,and - est to root word ending in y with a consonant before it (happy /happier/happiest)
  - adding –er, -ing and -est to a root ending in e with a consonant before it (hike/hiked/hiker)
  - adding –er,-ing and –est to single syllable words ending in a single consonant letter after a single vowel (doubling rule with exception of x which never doubles) e.g. pat/patting/patted, sad/sadder/saddest
  - adding –es to nouns ending in and verbs ending in y (flies, tries, copies, babies)
- spells words ending in –tion (station, fiction, motion, nation)
- is able to form and understand some longer words through the addition of suffixes (including: -ment, -ness, -ful, -less, -ly).

# Floppy's Phonics

## Vocabulary used in phonic lessons

- Phoneme – the sound you hear 
- Grapheme – the written representation of the sound/s (letter/s) 
- Segmenting – helping the children to write a word eg. c-a-t g-o-a-t
- Blending – reading a word by saying the sounds and blend

Reading books will match the phonics level taught in whole class teaching. Additional books will be used to provide breadth and balance. Any new starters will begin the Floppy's Phonics Scheme at a point suitable for them.

<p>Level 1+ graphemes</p> 	<p>Level 2 graphemes</p> 	<p>Level 3 graphemes</p> 	<p>Level 4 graphemes</p> 
<p>Level 1+ helpful words</p> <p>little to ten I of no the go into</p>	<p>Level 2 helpful words</p> <p>he she me we was you they all are her off when six seven have the to I no go into</p>	<p>Level 3 helpful words</p> <p>be my sister too why sky again look</p>	<p>Level 3 helpful words</p> <p>said like come were so do some there one when out what mother three looked brother</p>

## Level 5 graphemes

a-e 	ae 	ea 	a 	i-e 	y 	i 	se 	ce ci cy   	ge gi gy   	ge 	el 	
eigh 8 	ey 	y 	e-e 	eau 	oe 	ough 	sc 	st 	al 	il 		
ey 	e 	ie 		ou 	o 	o-e 						
u 	u-e 	eu 	ough 	our 4 	au 	ear 	wor 	ou 	s 	si 	ge 	
u-e 	o 	ou 		al 	war quar  	our 	re 	al 				
ough 	ui 	u 				a 	ough 		u 	ph 	gh 	
ch /ch/ /sh/ /k/	ie /igh/ /eel/	ow /oul/ /oal/	ch 	ti 	ci 	ere 	ier 	ear 	mb 	mn 	ch 	qu 
			ssi 	sci 	gu 	ere 	kn 	gn 	que 	ore 	oor 	oar 
a /al/ /ol/ /ol/	a /ai/ /or/		gue 	gh 		wr 	rh 		augh 	ough 		

## Level 5 helpful words

their	where
asked	nine
because	call
does	here
people	which
could	try
ask	Mrs
shoes	would
Mr	our
four	should
cry	father
liked	five
ball	Oh no
two	who
called	eight
small	goes