

# English Overview: Year 2

<b>Context</b> <p>Children should write for different purposes to develop positive attitudes and stamina for writing. Children should write using different forms such as poetry, narrative (character and setting), speech bubbles and reported speech within stories, recount (visits, trips, diaries, letter, news, postcards), instructions (warnings and rules), information. Children should use the appropriate terminology when discussing their written work.</p>		
<b>Plan</b> <ul style="list-style-type: none"><li>Write for different purposes to develop positive attitudes and stamina for writing.</li><li>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.</li><li>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</li><li>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</li></ul>	<b>Spelling</b> <ul style="list-style-type: none"><li>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</li><li>Spell by 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.</li><li>Spell many common exception words.</li><li>Spell some words with contracted forms.</li><li>Spell by learning the possessive apostrophe (singular) e.g. the girl's book.</li><li>Spell by distinguishing between homophones and near-homophones.</li><li>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.</li><li>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly).</li><li>Apply spelling rules and guidance, as listed in (English Appendix 1).</li><li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul>	<b>Grammar</b> <ul style="list-style-type: none"><li>Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</li><li>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</li><li>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li><li>Use present and past tense mostly correctly and consistently.</li><li>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.</li><li>Learn the grammar for Years 2 within English Appendix 2.</li><li>Understand and use the following grammatical terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.</li></ul>
<b>Draft and Write</b> <ul style="list-style-type: none"><li>Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).</li><li>Write about real events, recording these simply and clearly.</li><li>Write poetry to develop positive attitudes and stamina for writing.</li><li>Write effectively and coherently for different purposes, drawing on his/ her reading to inform the vocabulary and grammar of his/her writing.</li></ul>		<b>Vocabulary</b> <ul style="list-style-type: none"><li>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. I can make new words by adding -ness and -er at the end of a word.</li><li>Form adjectives using suffixes such as -ful, -less.</li><li>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</li></ul>
<b>Evaluate and Edit</b> <ul style="list-style-type: none"><li>Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.</li><li>Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li><li>Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.</li><li>Read aloud what he/she has written with appropriate intonation to make the meaning clear</li></ul>	<b>Punctuation</b> <ul style="list-style-type: none"><li>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li><li>Use question marks and exclamation marks appropriately.</li><li>Use commas to separate items in a list.</li><li>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</li></ul>	<b>Handwriting</b> <ul style="list-style-type: none"><li>Form lower-case letters of the correct size relative to one another in some of his/her writing.</li><li>Form lower-case letters of the correct size relative to one another in most of his/her writing.</li><li>Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.</li><li>Use the diagonal and horizontal strokes needed to join letters.</li><li>Understand which letters, when adjacent to one another, are best left unjoined.</li><li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li>Use spacing between words that reflects the size of the letters.</li></ul>



