

Year 2 Programme of Study for English St William's Catholic Academy



Refer to Spelling Overview and English Appendix 1 Pupils should be taught to: Spell by: a. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly b. 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. Clearning to spell more words with contracted forms e. learning the possessive apportophe (singular) (for example, the girl's book) f. distinguishing between homophones and near-homophones Add suffixes to spell longer words, including —ment, — ness, —ful, —less, —ly Write capital letters and digits of the correct size, 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 contraction forms and representing to spell words and punctuation contracts of the correct size relative to one another and to lower case letters 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 capital state one and the contraction of the letters. Pupils should be taught to: Develop positive attitudes towards and stamina for writing by: a. writing about real events c. writing poetry d. writin	Writing – Transcription	Writing – Transcription	Writing – Composition	Writing - Grammar and punctuation
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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. Use spacing between words that reflects the size of the letters. Use spacing between words that reflects the size of the letters. Use spacing between words that reflects the size of the letters. And punctuation [for example, ends of sentences punctuated correctly] Because) and co-ordination (using when, if, that, or because) and co-ordination (using or, a or but) Because and punctuated correctly because and co-ordination (using or, a or but) Because and punctuated correctly because and co-ordination (using or, a or but) Because and punctuated correctly because and co-ordination (using or, a or but) Because and punctuated correctly because and co-ordination (using or, a or but) Because and punctuated correctly because and co-ordination (using or, a or but) Because and punctuated correctly because and co-ordination (using or, a or but) Because and punctuation (using or, a or but) Because and punctuation (using when, if, that, or because and co-ordination (using or, a or but) Because and punctuation (using when, if, that, or because and co-ordination (using when, if, that, or because and co-ordination (using when, if, that, or because and co-ordination (using or, a or but) Because and co-ordination (using when, if, that, or but and co-ordination (using or, a or but) Because and co-ordination (using or, a or but)		case letters	1	and consistently including the progressive
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exception words and punctuation taught so far. intonation to make the meaning clear. Appendix 2		size of the letters.	Dood aloud what they have written with an are winte	,
			1	
I T Some features of written Standard	exception words and punctuation taught so far.		intonation to make the meaning clear.	f. some features of written Standard
English				
Use and understand the grammatical				Use and understand the grammatical
terminology in English Appendix 2 in				=
discussing their writing.				=