

**Toft Hill Primary School**

**Year 2 English LTP**

	Autumn Term	Spring Term	Summer Term
<b>Class Texts</b>	<ul style="list-style-type: none"> <li>• Ocean Meets Sky – Eric and Terry Fan</li> <li>• Man On The Moon – Simon Bartram</li> <li>• Golden Wonderflower – Little Gestalten</li> <li>• Traction Man – Mini Grey</li> <li>• Baby’s First Bank Heist – Jim Whalley</li> <li>• On Sudden Hill – Linda Sarah</li> <li>• Humphrey’s First Christmas – Carol Heyer</li> </ul>	<ul style="list-style-type: none"> <li>• Oi Dog – Kes Grey</li> <li>• Journey – Aaron Becker</li> <li>• Jack and the Baked Beanstalk – Colin Stimpson</li> <li>• Wild – Emily Hughes</li> <li>• Mayfly Day – Jeanne Willis</li> </ul>	<b>TBC</b>
<b>Handwriting (see handwriting curriculum)</b>	<ul style="list-style-type: none"> <li>• The Anticlockwise Letters</li> <li>• The Tall letters</li> <li>• The long letters</li> <li>• The lumpy letters</li> <li>• The vowels</li> <li>• The other letters</li> <li>• The Capital Letters</li> </ul> <p>Not joined</p>	<ul style="list-style-type: none"> <li>• The Anticlockwise Letters</li> <li>• The Tall letters</li> <li>• The long letters</li> <li>• The lumpy letters</li> <li>• The vowels</li> <li>• The other letters</li> <li>• The Capital Letters</li> </ul> <p>Not joined</p>	<ul style="list-style-type: none"> <li>• The Anticlockwise Letters</li> <li>• The Tall letters</li> <li>• The long letters</li> <li>• The lumpy letters</li> <li>• The vowels</li> <li>• The other letters</li> <li>• The Capital Letters</li> </ul> <p>Not joined</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.</li> <li>• To make the correct choice and make consistent use of present tense and past tense throughout writing.</li> <li>• To use subordination (using when, if, that, because) and co- ordination (using or, and, but).</li> <li>• To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul>	<ul style="list-style-type: none"> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.</li> <li>• To make the correct choice and make consistent use of present tense and past tense throughout writing.</li> <li>• To use subordination (using when, if, that, because) and co- ordination (using or, and, but).</li> <li>• To use commas to separate items in a list.</li> <li>• To use expanded noun phrases for description and specification, e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• To use apostrophes to mark where letters are missing in spelling (omission) and to mark singular possession in nouns, e.g. the girl's name.</li> </ul>	<ul style="list-style-type: none"> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.</li> <li>• To make the correct choice and make consistent use of present tense and past tense throughout writing.</li> <li>• To use subordination (using when, if, that, because) and co- ordination (using or, and, but).</li> <li>• To form nouns using suffixes such as -ness, -er and by compounding, e.g. whiteboard, superman.</li> <li>• To form adjectives using suffixes such as -ful, -less.</li> <li>• To use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs, e.g. smoothly, softly, bigger, biggest. NB: it should be taught that not all words ending in 'ly' are adverbs.</li> </ul>
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<b>Composition</b>	<p><b>Text types:</b> Narrative: Extended stories, Narrative: traditional tales, Narrative: other cultures, Non-chronological reports, Recounts, Instructions</p> <ul style="list-style-type: none"> <li>• To 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>• To consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</li> <li>• To consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</li> <li>• To make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.</li> <li>• To 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/progressive form.</li> <li>• To make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly.</li> <li>• To read aloud what he/she has written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Text types:</b> Narrative: Extended stories, Narrative: Well-known stories, Narrative: traditional tales, Diaries Non-chronological reports, Recounts, Instructions, letters</p> <ul style="list-style-type: none"> <li>• To 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>• To consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</li> <li>• To consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</li> <li>• To make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.</li> <li>• To 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/progressive form.</li> <li>• To make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly.</li> <li>• To read aloud what he/she has written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Text types:</b> Narrative: Extended stories, Narrative: Well-known stories, Narrative: traditional tales, Narrative: other cultures, Diaries Non-chronological reports, Recounts, Instructions, letters</p> <ul style="list-style-type: none"> <li>• To 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>• To consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</li> <li>• To consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</li> <li>• To make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.</li> <li>• To 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/progressive form.</li> <li>• To make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly.</li> <li>• To read aloud what he/she has written with appropriate intonation to make the meaning clear.</li> </ul>
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<b>Spellings</b>	<ul style="list-style-type: none"> <li>• /n/ spelt 'kn' and less often 'gn' at the beginning of words</li> <li>• /r/ spelt 'wr' at the beginning of words</li> <li>• /s/ spelt 'c' before e, i and y</li> <li>• /j/ spelt with '-dge' and '-ge' at the end of words</li> <li>• /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u</li> <li>• Common Exception Words</li> </ul>	<ul style="list-style-type: none"> <li>• /l/ spelt with '-le' at the end of words</li> <li>• /l/ spelt with '-el' at the end of words</li> <li>• /l/ spelt with '-il' and '-al' at the end of words</li> <li>• /igh/ spelt with '-y' at the end of words</li> <li>• Adding -ies to nouns and verbs ending in -y</li> <li>• Common Exception Words</li> </ul>	<ul style="list-style-type: none"> <li>• Adding -ed, -er and -est to a word ending in -y with a consonant before it</li> <li>• Adding -ing to a word ending in -y with a consonant before it</li> <li>• Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</li> <li>• Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel</li> <li>• The sound /or/ spelt 'a' before l or ll</li> <li>• Common Exception Words</li> </ul>	<ul style="list-style-type: none"> <li>• /u/ spelt with 'o'</li> <li>• /ee/ spelt with '-ey'</li> <li>• The /o/ sound spelt with 'a' after w and qu</li> <li>• The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w</li> <li>• /zh/ spelt 's'</li> <li>• Common Exception Words</li> </ul>	<ul style="list-style-type: none"> <li>• The suffixes -ment, -ness and -ful</li> <li>• The suffixes -less and -ly</li> <li>• Words ending in -tion</li> <li>• Contractions The possessive apostrophe</li> <li>• Common Exception Words</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near homophones</li> <li>• Homophones and near homophones</li> <li>• Homophones and near homophones</li> <li>• Conjunctions</li> <li>• Months of the year/ time</li> <li>• Common Exception Words</li> </ul>
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<b>Reading Comprehension skills</b>	<b>Decode Explain Retrieve Interpret Choice</b>	<b>Decode Explain Retrieve Interpret Choice</b>	<b>Decode Explain Retrieve Interpret Choice</b>
	<b>Terminology:</b> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.		

Y2 Key Objective