

2	Whilst many of the objectives repeat in each term, chn should be giving progressively more complex texts to apply the objectives to.		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Word Reading</p> <ul style="list-style-type: none"> - Blend GPCs to read accurately - Apply phonic knowledge across the curriculum - Recognise alternative sounds for graphemes - Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) - Read words containing common suffixes (link to spelling) - Sound out unfamiliar words and use other reading strategies when reading aloud - Re-read books to build fluency and confidence - Orchestrate a range of reading strategies to decode successfully - Self-correct when reading aloud - Decrease reliance on 'sounding out' in common words - Read words of two or more syllables <p>Being a Reader</p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently - Show their understanding of books through discussion - Offer opinions and preferences about books - Discuss the sequence of events in texts and how events are connected - Learn some classic poems by heart - Retell a story using words and phrases from the text - Discuss their favourite words - Discuss meanings of new words and link these to words already known 	<p>Word Reading</p> <ul style="list-style-type: none"> - Blend GPCs to read accurately - Apply phonic knowledge across the curriculum - Recognise alternative sounds for graphemes - Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) - Read words containing common suffixes (link to spelling) - Sound out unfamiliar words and use other reading strategies when reading aloud - Increase the speed of reading - Decode unfamiliar words without hesitation - Read words of two or more syllables - Re-read books to build fluency and confidence <p>Being a Reader</p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently - Show their understanding of books through discussion - Discuss favourite authors - Retell a story from memory, including all the main parts - Discuss their favourite phrases - Discuss meanings of new words and link these to words already known 	<p>Word Reading</p> <ul style="list-style-type: none"> - Blend GPCs to read accurately - Apply phonic knowledge across the curriculum - Recognise alternative sounds for graphemes - Read words containing common suffixes (link to spelling) - Read fluently and confidently - Decode unfamiliar words automatically <p>Being a Reader</p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently - Show their understanding of books through discussion - Give opinions about books backed up by reasons - Retell a stock of basic stories - Discuss meanings of new words and link these to words already known <p>Reading Comprehension</p> <ul style="list-style-type: none"> - Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words - Respond imaginatively to what they have read or listened to e.g. drama, drawing, music - Retrieve information from the text to answer questions - Predict what may happen based on previous events - Identify the main point in a section or page - Use inference to draw simple conclusions about characters, settings and events

	<p>Reading Comprehension</p> <ul style="list-style-type: none"> - Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words - Respond imaginatively to what they have read or listened to e.g. drama, drawing, music - Retrieve information from the text to answer questions - Predict what may happen based on previous events - Identify the main point in a section or page - Use inference to draw simple conclusions about characters, settings and events - Develop understanding by linking reading to prior knowledge and/or background information - Use the layout to identify the type of book - Recognise recurring story language 	<p>Reading Comprehension</p> <ul style="list-style-type: none"> - Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words - Respond imaginatively to what they have read or listened to e.g. drama, drawing, music - Retrieve information from the text to answer questions - Predict what may happen based on previous events - Identify the main point in a section or page - Use inference to draw simple conclusions about characters, settings and events - Develop understanding by linking reading to prior knowledge and/or background information - Recognise and discuss features of different texts - Recognise recurring language in stories and poetry 	<ul style="list-style-type: none"> - Develop understanding by linking reading to prior knowledge and/or background information - Begin to recognise chronology or sequence in a text - Discuss which words and phrases are effective
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2	Writing: Many writing tasks link to History and Geography. Writing should link to writing for purpose document. Writing could link to Cornerstone topic or Class novel.		
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Autumn</p> <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Plan a narrative text - Plan non-narrative text types - Include new vocabulary in planning - Use structures from reading to aid planning - Evaluate their writing with others and by themselves - Embed the sentence by sentence process of think, say, write, check - Write about personal experiences and real events - Write an entertaining story - Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. - Write a poem based on a given structure - Re-read writing for sense - Use expression when reading aloud their writing - Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 2) - Develop an idea over several sentences - Use some adventurous vocabulary <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Identify and know the purpose of verbs - Use interesting verbs when writing - Recognise and write statements - Recognise and write questions - Recognise and write exclamations - Recognise and write commands - Join sentences with 'or' and 'but' 	<p>Spring</p> <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Plan a narrative text - Plan non-narrative text types - Include new vocabulary in planning - Use structures from reading to aid planning - Embed the sentence by sentence process of think, say, write, check - Write about personal experiences and real events - Write an entertaining story - Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. - Write a poem based on a given structure - Ensure that there is a clear beginning, middle and end in their writing - Use adventurous vocabulary - Add detail to interest the reader - Build writing stamina through writing longer pieces - Re-read writing for sense - Check writing for consistent use of tense - Use expression when reading aloud their writing - Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 2) <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions 	<p>Summer</p> <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Plan a narrative text - Plan non-narrative text types - Include new vocabulary in planning - Use structures from reading to aid planning - Evaluate their writing with others and by themselves - Embed the sentence by sentence process of think, say, write, check - Write about personal experiences and real events - Write an entertaining story - Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. - Write a poem based on a given structure - Ensure that there is a clear beginning, middle and end in their writing - Use adventurous vocabulary - Add detail to interest the reader - Build writing stamina through writing longer pieces - Re-read writing for sense - Check writing for consistent use of tense (including the progressive form of verbs) - Use expression when reading aloud their writing - Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 2) - Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing... - Make their writing lively and interesting for the reader

	<ul style="list-style-type: none"> - Explain what an apostrophe is - Use apostrophes for simple contracted forms 	<ul style="list-style-type: none"> - Identify and know the purpose of adjectives - Write expanded noun phrases - Use 'when', 'if', 'that' and 'because' to extend sentences - Use apostrophes for singular possession - Avoid using 'and', 'but' or 'so' after a full stop - Form adjectives using -ful, -er, -est and -less (link with spelling) 	<ul style="list-style-type: none"> - Proof-read for spelling, grammar and punctuation errors <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - <i>Use correct grammatical terminology when discussing their writing</i> - Use commas for lists - Write consistently in 'past' or 'present' tense - Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing - Avoid using 'and', 'but' or 'so' after a full stop - Form nouns by using suffixes such as -ness and -er. - Identify and use -ly adverbs - Form adverbs by adding -ly to adjectives - Learn to use some features of written standard English
<p>Year 2 Writing End of Year Checklist</p>			
<p>Write simple, coherent narratives</p>	<p>spell many KS1 common exception words</p>		

Write about real events clearly		write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Can demarcate most sentences with:	capital letters	using spacing between words
	full stops	
	Question marks (when required)	
Use past and present tense mostly correctly and consistently		segment spoken words into phonemes and represent them by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.
Use coordinating conjunctions (or, and, but)		Use some subordinating conjunctions (when, if, that, because)

Year 2 Writing Greater Depth		
Make simple additions, revisions, and proof-reading corrections to own writing		spell most common exception words correctly
use full range of punctuation taught at KS1 mostly correctly including:	commas to separate items in a list	use the diagonal and horizontal strokes needed to join letters in most of their writing.
	apostrophes to mark singular possession in nouns and contractions	

2	Spelling		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Spelling</p> <ul style="list-style-type: none"> - Segment words into individual phonemes to aid correct spelling - Choose the correct grapheme where there are several options - Use the frequency and usual position of graphemes to make a spelling choice - Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) - Investigate spelling patterns and conventions - Apply spellings and spelling conventions taught in their own work - Write simple dictated sentences using spelling and punctuation - knowledge taught so far - Spell words ending with the 'i' sound spelt y e.g. fry - Spell words where -es is added to a word ending in y e.g. flies - Spell words with the 's' sound spelt c before e, i and y e.g. city - Spell words beginning with the 'r' sound spelt wr e.g. wrote - Spell words ending with the 'ee' sound spelt ey e.g. monkey - Spell words with the 'u' sound spelt o e.g. Monday - Spell words with the suffix -ly e.g. badly - Spell contracted words using the apostrophe e.g. can't - Spell frequently confused common homophones e.g. here and hear 	<p>Spelling</p> <ul style="list-style-type: none"> - Segment words into individual phonemes to aid correct spelling - Choose the correct grapheme where there are several options - Use the frequency and usual position of graphemes to make a spelling choice - Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) - Investigate spelling patterns and conventions - Apply spellings and spelling conventions taught in their own work - Write simple dictated sentences using spelling and punctuation knowledge taught so far - Spell words with the 'j' sound spelt j, g, ge and dge - Spell words with the 'or' sound spelt a before an l or a ll e.g. call - Spell words with the 'or' sound spelt ar after w e.g. warm - Spell words with the 'o' sound spelt a after w and qu e.g. watch - Spell words with the 'ur' sound spelt or after w e.g. word - Spell words with the suffixes -ful and -less - Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried - Spell two syllable words ending in -tion e.g. station - Use the possessive apostrophe with singular nouns e.g. Sid's 	<p>Spelling</p> <ul style="list-style-type: none"> - Segment words into individual phonemes to aid correct spelling - Choose the correct grapheme where there are several options - Use the frequency and usual position of graphemes to make a spelling choice - Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) - Investigate spelling patterns and conventions - Apply spellings and spelling conventions taught in their own work - Write simple dictated sentences using spelling and punctuation knowledge taught so far - Spell words ending in the 'l' sound and spelt -le e.g. table - Spell words ending in the 'l' sound and spelt -el e.g. camel - Spell words ending in the 'l' sound and spelt -al e.g. pedal - Spell words ending in the 'l' sound and spelt -il e.g. fossil - Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw - Spell the 'zh' sound spelt s e.g. treasure - Spell words with the suffix -ment e.g. enjoyment - Spell words with the suffix -ness e.g. sadness - Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest - Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping

	Handwriting and Presentation - Type accurately - Form lower case letters of the correct size relative to one another - Write capital letters and digits of the correct size	Handwriting and Presentation - Type accurately - Know which letters not to join - Use diagonal and horizontal strokes to join letters together	- Spell further common homophones e.g. there, their and they're Handwriting and Presentation - Type accurately - Use diagonal and horizontal strokes to join letters together - Ensure spacing between words is appropriately sized
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Year 2 Common Exception Words				
door	floor	poor	because	find
kind	hold	past	should	
mind	told	father	would	
behind	every	plant	who	
child	everybody	path	whole	
children	great	bath	any	
wild	even	hour	many	
climb	break	move	clothes	
most	steak	prove	busy	
only	pretty	improve	people	
both	beautiful	sure	water	
old	after	sugar	again	
cold	fast	eye	half	
gold	last	could	money	
Mr	Mrs	parents	Christmas	