

## Year 2 Medium term plan

Reading	Writing	Spelling	Speaking and Listening	Handwriting
<ul style="list-style-type: none"> <li>• To continue to apply phonic knowledge and skills as the route to decode words until automatic</li> <li>• decoding has become embedded and reading is fluent.</li> <li>• To read accurately by blending the sounds in words that contain the graphemes taught so far,</li> <li>• especially recognising alternative sounds for graphemes.</li> <li>• To accurately read most words of two or more syllables.</li> <li>• To read most words containing common suffixes.</li> <li>• To read most Y1 and Y2 common exception words*, noting unusual correspondences</li> <li>• between spelling and sound and where these occur in the word.</li> <li>• To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar</li> <li>• words accurately, automatically and without undue hesitation.</li> <li>• To reread these books to build up fluency and</li> <li>• confidence in word reading.</li> <li>• To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> <li>• To show understanding by</li> </ul>	<ul style="list-style-type: none"> <li>• To write narratives about personal experiences and those of others (real and fictional).</li> <li>• To write about real events. To write simple poetry.</li> <li>• To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>• To encapsulate what they want to say, sentence by sentence.</li> <li>• To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>• To reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>• To proofread to check for errors in spelling,</li> <li>• grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> <li>• To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>• To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</li> <li>• To read aloud what they have</li> </ul>	<ul style="list-style-type: none"> <li>• To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>• To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</li> <li>• To apply further Y2 spelling rules and guidance – see below</li> <li>• To spell most Y1 and Y2 common exception words correctly.</li> <li>• To add suffixes to spell most words correctly in their writing, e.g. –ment,</li> <li>• –ness, –ful, –less, –ly</li> <li>• To spell more words</li> </ul>	<ul style="list-style-type: none"> <li>• To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</li> <li>• To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li> <li>• To attempt to follow instructions before seeking assistance.</li> <li>• To show that they are following a conversation by asking relevant and timely questions.</li> <li>• To answer questions using clear sentences.</li> <li>• To begin to give reasoning behind their answers when prompted to do so.</li> <li>• To speak confidently within a group of peers so that their message is clear.</li> <li>• To practise and rehearse reading sentences and stories aloud.</li> <li>• To take on a different role in a drama or role play and discuss the character's feelings.</li> <li>• To recognise that sometimes speakers talk differently and discuss</li> </ul>	<ul style="list-style-type: none"> <li>• To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• To form lower case letters of the correct size, relative to one another.</li> <li>• To use spacing between words that reflects the size of the letters.</li> <li>• To begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>

<p>drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> <li>• To check that the text makes sense to them as they read and to correct inaccurate reading.</li> <li>• To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> <li>• To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>• To discuss the sequence of events in books and how items of information are related</li> <li>• To recognise simple recurring literary language in stories and poetry.</li> <li>• To ask and answer questions about a text.</li> <li>• To make links between the text they are reading and other texts they have read (in texts that they can read independently).</li> <li>• To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>• To discuss their favourite words and phrases.</li> <li>• To make inferences on the basis of what is being said and done.</li> <li>• To predict what might happen on the basis of what has been read so far in a text.</li> <li>• To continue to build up a repertoire of poems learnt by heart, appreciating these and</li> </ul>	<p>written with</p> <ul style="list-style-type: none"> <li>• appropriate intonation to make the meaning clear.</li> <li>• To use the present tense and the past tense mostly correctly and consistently.</li> <li>• To form sentences with different forms: statement, question, exclamation, command.</li> <li>• To use some features of written Standard English.</li> <li>• To use co-ordination (or/and/but).</li> <li>• To use some subordination (when/if/ that/because).</li> <li>• To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• To use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> <li>• capital letters, full stops, question marks and exclamation marks; <ul style="list-style-type: none"> <li>○ commas to separate lists;</li> </ul> </li> <li>• apostrophe to mark singular possession and contractions.</li> </ul> </li> <li>• To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li> </ul>	<p>with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <ul style="list-style-type: none"> <li>• To learn the possessive singular apostrophe (e.g. the girl's book).</li> <li>• To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>• To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</li> <li>• To self-correct misspellings of words that pupils have been taught to spell (this may require support to</li> <li>• recognise misspellings).</li> </ul>	<p>reasons why this might happen.</p> <ul style="list-style-type: none"> <li>• To start to use subject-specific vocabulary to explain, describe and add detail.</li> <li>• To suggest words or phrases appropriate to the topic being discussed.</li> <li>• To start to vary language according to the situation between formal and informal.</li> <li>• To usually speak in grammatically correct sentences.</li> </ul>	
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<p>reciting some with appropriate intonation to make the meaning clear.</p> <ul style="list-style-type: none"><li>• To recognise that non-fiction books are often structured in different ways.</li></ul>				
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