



Christ Church CE (c) Primary School  
**English Long Term Planning – Year 2**

<b>Area of study</b>	<b>Autumn Term Skills</b>	<b>Spring Term Skills</b>	<b>Summer Term Skills</b>
<b>Reading</b> <i>Applying Phonics</i>	<p>I understand the importance of decoding words automatically.</p> <p>I use the graphemes taught to blend sounds.</p> <p>I know that phonemes may be represented by different graphemes.</p> <p>I know that the same grapheme may be read in different ways.</p> <p>I know that familiar words do not need to be sounded out and blended.</p> <p>I can read these familiar words automatically and accurately without sounding or blending.</p> <p>I can read common exception words and notice unusual correspondence between the spelling and sound.</p>	<p>I can recognise alternative graphemes and consider which will make more sense.</p> <p>I can recognise syllables in words.</p> <p>I know that breaking words into syllables helps with fluent decoding.</p> <p>I know other strategies that can be used to read unfamiliar words.</p> <p>I can perform a simple poem from memory.</p> <p>I understand that some words cannot be decoded using phonic strategies.</p>	<p>I can read words of two or more syllables accurately.</p> <p>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can read suitable books fluently and confidently.</p> <p>I can use other strategies to support fluent decoding.</p> <p>I can read words with common suffixes.</p>



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<b>Reading</b> <i>Reading for pleasure</i>	<p>I know that there are different kinds of stories.</p> <p>I can listen to a range of different kinds of stories.</p> <p>I can read a range of different kinds of stories.</p> <p>I can talk about books I have read.</p> <p>I can make choices about the books I read.</p> <p>I know that non-fiction books are organised differently from fiction texts.</p> <p>I know that books or texts have a purpose.</p> <p>I know how to find information in a non-fiction book.</p>	<p>I can explain why I prefer certain books or stories.</p> <p>I can retell stories with the key events in the correct sequence.</p> <p>I can retell a story including the key events and the characters, including fairy tales and traditional tales.</p> <p>I can identify the purpose of a book or a text.</p> <p>I know that books and stories are set in different places and times.</p> <p>I can give an opinion on books read.</p>	<p>I can decide how useful a non-fiction book is to find the information I need.</p> <p>I can find the setting or time in books or stories.</p> <p>I can discuss the setting or time in books.</p>
<b>Reading</b> <i>Poetry</i>	<p>I know the difference between poetry and narrative</p> <p>I know that there are different kinds of poetry.</p> <p>I can listen to different kinds of poetry.</p> <p>I can talk about poems read.</p> <p>I know that stories and poems can have patterned or recurring literary language.</p>	<p>I can talk about the meaning of different poems.</p> <p>I can recognise that a poem can tell a story.</p> <p>I can learn a poem by heart.</p> <p>I can give an opinion on poems read.</p> <p>I can find patterned or recurring literary language in poems and stories.</p> <p>I can find my favourite words and phrases within a poem.</p>	<p>I can recite or perform a poem making the meaning clear.</p> <p>I can talk about favourite words and phrases.</p> <p>I know that word choice affects meaning.</p> <p>I can explain why a writer has chosen a word to affect meaning.</p>



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<b>Reading</b> <i>Accuracy Fluency &amp; Understanding</i>	<p>I know that the purpose of reading is to make meaning.</p> <p>I know that there is a range of decoding strategies.</p> <p>I can check that text I read makes sense.</p> <p>I can re-read when I have lost the meaning.</p> <p>I can ask questions to clarify understanding.</p> <p>I can make predictions about possible events.</p> <p>I can make predictions about how characters might behave.</p>	<p>I can self-correct when I have lost the meaning.</p> <p>I can use prior knowledge and reading experiences to understand text.</p> <p>I can use the context to understand texts.</p> <p>I can find the answers to retrieval questions about stories, poems or non-fiction texts.</p> <p>I can recognise that a writer can have a message for the reader.</p> <p>I can draw simple inferences from illustrations, events, characters actions and speech.</p>	<p>I know what inference - 'reading between the lines'- means.</p> <p>I can find inferences about characters' feelings and thoughts.</p> <p>I can explain inferences about characters' feelings and thoughts.</p> <p>I can give reasons for characters' actions or behaviour.</p> <p>I can recognise key ideas in a text.</p> <p>I can explain a writer's message.</p>
<b>Area of study</b>	<b>Autumn Term Skills</b>	<b>Spring Term Skills</b>	<b>Summer Term Skills</b>
<b>Writing</b> <i>Handwriting</i>	<p>I can form lower case letters of the correct size relative to one another.</p> <p>I can write capital letters (and digits) of the correct size/ orientation to one another</p> <p>I can use spacing between words that reflects the size of the letters.</p>	<p>I can begin to use some of the diagonal and horizontal strokes needed to join letters.</p>	<p>I can understand which letters, when adjacent to one another, are best left un-joined.</p>
<b>Writing</b> <i>Composition</i>	<p>I can develop stamina for writing by writing different genres (<i>including simple narratives, poems and recounts.</i>)</p> <p>I can write for different purposes, including real events.</p> <p>I can plan and discuss the content of my writing. (<i>Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence.</i>)</p> <p>I can write simple dictated sentences from memory.</p>	<p>I can draw on my reading to inform vocabulary and grammar in my writing.</p> <p><i>I can proof-read to check for errors in spelling, grammar and punctuation. (Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</i></p> <p>I can make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.</p>	<p><i>I can evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. (Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate')</i></p> <p>I can read my writing aloud with appropriate intonation to make meaning clear.</p>



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<p><b>Writing Spelling</b></p>	<p>I can segment spoken words into phonemes and record these as graphemes. <i>(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, diffrent)</i></p> <p>I can spell common exception words (door, because, sugar, people, - see Year 2 spelling list)</p> <p>I can apply spelling rules – (see NC appendix).</p> <p>I can spell Year 2 high frequency words.</p>	<p>I can identify and apply my knowledge of homophones and near homophones: <i>(there/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night).</i></p> <p>I can use apostrophes for the most common contracted words: <i>(e.g. don't, won't, I'll, I'm, won't).</i></p>	<p>I can spell words with different spelling styles <i>(multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine).</i></p> <p>I can spell longer words using suffixes such as <i>ment, ness, ful, less, ly (root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly).</i></p>
<p><b>Writing Punctuation</b></p> <p><b>Commas in lists</b></p> <p><b>Apostrophes for singular possession</b></p>	<p>I can use full stops - most are correct. <i>(This will be consistent across a range of dictated and independent writing)</i></p> <p>I can use capital letters – most are correct. <i>(This will be consistent across a range of dictated and independent writing)</i></p> <p>I can use capital letters for the personal pronoun I and for most proper nouns.</p>	<p>I can mostly use exclamation marks accurately to demarcate sentences.</p> <p>I can mostly use question marks accurately to demarcate sentences.</p> <p>I can begin to use commas to separate items in a list.</p>	<p>I can sometimes use apostrophes for singular possession.</p>
<p><b>Writing Vocabulary and Grammar</b></p> <p><b>New terminology:</b></p> <p><b>noun</b></p> <p><b>noun phrase</b></p>	<p>I can use expanded noun phrases using adjectives to describe, expand and specify: <i>The delicate, blue butterfly flew off into the humid, summer sky.</i></p> <p>I can use co-ordination using or, and or but: <i>You remembered your book bag but you forgot your packed lunch.</i>)</p> <p>I can start my sentences in different ways e.g. green time words.</p>	<p>I can use subordination using when, if, that or because: <i>You need to pack your raincoat because it is going to rain later.</i></p> <p>I can use sentences with different forms: statements, questions, exclamations and commands: <i>'The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' 'Sift the flour and mix the other ingredients'.</i></p> <p>I can use adverbs to add detail and specify.</p>	<p>I can use present and past tenses correctly and consistently including the progressive form (verbs). <i>Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming.</i></p> <p>I can make word choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</p>



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<p>statement question</p> <p>exclamation command</p> <p>compound</p> <p>suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>			
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Area of study	Autumn Term Skills	Spring Term Skills	Summer Term Skills
<b>Speaking and Listening</b>	<p>I can speak audibly and fluently with an increasing use of Standard English</p> <p>I can talk in complete sentences.</p> <p>I can take turns when talking in pairs or a small group.</p> <p>I can retell a story using narrative language and linking words and phrases.</p>	<p>I can ask questions to get more information and to clarify meaning.</p> <p>I can decide when I need to use specific vocabulary.</p> <p>I can hold the attention of people I am speaking to by adapting the way I talk.</p> <p>I can articulate and justify my answers, arguments and opinions</p> <p>I can perform a simple poem from memory.</p>	<p>I can consider and evaluate different viewpoints, adding to and building on the contributions of others.</p> <p>I am beginning to understand that formal and informal situations require different language.</p> <p>I am beginning to understand how to speak for different purposes and audiences.</p> <p>I can participate in debates.</p>