



## Coverage Chart - Year 2 Spring Term



### Fiction

#### Spoken Language – Coverage in Spring Fiction plans: Year 2

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions and explanations															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication.															

**Word Reading – Coverage in Spring Fiction plans: Year 2**

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent															
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes															
Read accurately words of two or more syllables that contain the same graphemes as above															
Read words containing common suffixes															
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word															
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered															
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation															
Re-read these books to build up their fluency															

and confidence in word reading														
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**Reading: Comprehension – Coverage in Spring Fiction plans: Year 2**

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	v Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	Yellow			Blue				Purple			Yellow				
<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> </ul>	Yellow		Purple		Red			Purple		Red	Yellow				
<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>			Purple								Yellow		Purple		
<ul style="list-style-type: none"> <li>Being introduced to non-fiction books that are structured in different ways</li> </ul>															
<ul style="list-style-type: none"> <li>Recognising simple recurring literary language in stories and poetry</li> </ul>						Yellow							Purple		
<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>					Red										
<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases</li> </ul>															
<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>															
<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>															
<ul style="list-style-type: none"> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>								Purple							
<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done</li> </ul>					Red						Yellow		Purple		
<ul style="list-style-type: none"> <li>Answering and asking questions</li> </ul>	Yellow				Red										
<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>						Yellow					Yellow				
<ul style="list-style-type: none"> <li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul>	Yellow						Orange	Purple	Blue		Yellow		Purple		

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

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**Writing: Transcription – Coverage in Spring Fiction plans: Year 2**

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly															
• 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															
• Learning to spell common exception words															
• Learning to spell more words with contracted forms															
• Learning the possessive apostrophe (singular) [e.g. the girl’s book]															
• Distinguishing between homophones and near-homophones															
• Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly															
• 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 taught so far															
• Form lower-case letters of the correct size relative to one another															
• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined															
• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters															
• Use spacing between words that reflects the size of the letters															

**Writing: Composition – Coverage in Spring Fiction plans: Year 2**

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
<ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional)</li> </ul>	Yellow		Purple		Red	Yellow				Red					
<ul style="list-style-type: none"> <li>• Writing about real events</li> </ul>															
<ul style="list-style-type: none"> <li>• Writing poetry</li> </ul>															
<ul style="list-style-type: none"> <li>• Writing for different purposes</li> </ul>						Yellow		Purple							
<ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> </ul>			Purple		Red	Yellow			Blue	Red		Orange			
<ul style="list-style-type: none"> <li>• Writing down ideas and/or key words, including new vocabulary</li> </ul>			Purple		Red	Yellow	Orange		Blue	Red		Orange			
<ul style="list-style-type: none"> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul>	Yellow		Purple		Red	Yellow	Orange	Purple	Blue	Red		Orange			
<ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils</li> </ul>															
<ul style="list-style-type: none"> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>			Purple		Red	Yellow	Orange		Blue	Red		Orange			
<ul style="list-style-type: none"> <li>• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]</li> </ul>			Purple		Red	Yellow	Orange		Blue	Red					
<ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>		Orange													

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Fiction plans: Year 2**

Objective	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Traditional Tales & Fables - Unit 1	Traditional Tales & Fables - Unit 2	Traditional Tales & Fables - Unit 3	Traditional Tales & Fables - Unit 4	Traditional Tales & Fables - Unit 5
<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>															
<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>															
<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [e.g. the blue butterfly]</li> </ul>															
<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form</li> </ul>															
<ul style="list-style-type: none"> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, or but)</li> </ul>															
<ul style="list-style-type: none"> <li>The grammar for year 2 in English Appendix 2</li> </ul>															
<ul style="list-style-type: none"> <li>Some features of written Standard English</li> </ul>															
<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>															

**Coverage Chart – Year 2 Spring Term Non-Fiction**

**Spoken Language – Coverage in Spring Non-Fiction plans: Year 2**

<b>Objective</b>	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
Listen and respond appropriately to adults and their peers					Red	Yellow	Orange	Purple		Red					
Ask relevant questions to extend their understanding and build vocabulary and knowledge					Red					Red					
Use relevant strategies to build their vocabulary															Red
Articulate and justify answers, arguments and opinions								Purple				Orange			
Give well-structured descriptions and explanations						Yellow						Orange			Red
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow				Red	Yellow		Purple							
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					Red					Red					Red
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates	Yellow							Purple	Blue			Orange			
Gain, maintain and monitor the interest of the listener(s)									Blue						
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication.															

**Word Reading – Coverage in Spring Non-Fiction plans: Year 2**

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Yellow		Purple					Purple			Yellow		Purple		Red
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes															
Read accurately words of two or more syllables that contain the same graphemes as above															
Read words containing common suffixes															
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word															
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered			Purple												
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation			Purple										Purple		
Re-read these books to build up their fluency and confidence in word reading			Purple										Purple		



**Reading: Comprehension – Coverage in Spring Non-Fiction plans: Year 2**

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>															
• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently															
• Discussing the sequence of events in books and how items of information are related															
• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales															
• Being introduced to non-fiction books that are structured in different ways															
• Recognising simple recurring literary language in stories and poetry															
• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary															
• Discussing their favourite words and phrases															
• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear															
<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>															
• Drawing on what they already know or on background information and vocabulary provided by the teacher															
• Checking that the text makes sense to them as they read and correcting inaccurate reading															
• Making inferences on the basis of what is being said and done															
• Answering and asking questions															
• Predicting what might happen on the basis of what has been read so far															
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say															
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves															

**Writing: Transcription – Coverage in Spring Non-Fiction plans: Year 2**

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
<b>Pupils should be taught to spell by:</b>															
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>															
<ul style="list-style-type: none"> <li>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</li> </ul>															
<ul style="list-style-type: none"> <li>Learning to spell common exception words</li> </ul>															
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms</li> </ul>															
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular) [e.g. the girl’s book]</li> </ul>															
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones</li> </ul>															
<b>Pupils should be taught to:</b>															
<ul style="list-style-type: none"> <li>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> </ul>															
<ul style="list-style-type: none"> <li>Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>															
<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>															
<b>Pupils should be taught handwriting:</b>															
<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> </ul>															
<ul style="list-style-type: none"> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>															
<ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>															
<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>															

**Writing: Composition – Coverage in Spring Non-Fiction plans: Year 2**

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
<b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b>															
• Writing narratives about personal experiences and those of others (real and fictional)		Yellow		Blue	Red		Yellow	Purple	Blue	Red					Red
• Writing about real events	Yellow				Red										
• Writing poetry															
• Writing for different purposes	Yellow		Purple			Yellow	Yellow	Purple	Blue	Red	Yellow				
<b>Pupils should be taught to consider what they are going to write before beginning by:</b>															
• Planning or saying out loud what they are going to write about	Yellow			Blue	Red		Yellow		Blue	Red					Red
• Writing down ideas and/or key words, including new vocabulary	Yellow			Blue	Red					Red					Red
• Encapsulating what they want to say, sentence by sentence	Yellow	Yellow	Purple	Blue	Red	Yellow					Yellow	Yellow	Purple		Red
<b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</b>															
• Evaluating their writing with the teacher and other pupils	Yellow														
• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Yellow		Purple	Blue	Red				Blue						Red
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]	Yellow				Red						Yellow		Purple		
Read aloud what they have written with appropriate intonation to make the meaning clear	Yellow												Purple		

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Non-Fiction plans: Year 2**

Objective	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:															
<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>															
Pupils should be taught to learn how to use:															
<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>															
<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [e.g. the blue butterfly]</li> </ul>															
<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form</li> </ul>															
<ul style="list-style-type: none"> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, or but)</li> </ul>															
<ul style="list-style-type: none"> <li>The grammar for year 2 in English Appendix 2</li> </ul>															
<ul style="list-style-type: none"> <li>Some features of written Standard English</li> </ul>															
<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>															

### Coverage Chart – Year 2 Spring Term Poetry

#### Spoken Language – Coverage in Spring Poetry plans: Year 2

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5					
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions and explanations															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication.															

**Word Reading – Coverage in Spring Poetry plans: Year 2**

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5					
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent															
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes															
Read accurately words of two or more syllables that contain the same graphemes as above															
Read words containing common suffixes															
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word															
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered															
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation															
Re-read these books to build up their fluency and confidence in word reading															

**Reading: Comprehension – Coverage in Spring Poetry plans: Year 2**

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:															
• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently															
• Discussing the sequence of events in books and how items of information are related															
• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales															
• Being introduced to non-fiction books that are structured in different ways															
• Recognising simple recurring literary language in stories and poetry															
• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary															
• Discussing their favourite words and phrases															
• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear															
Understand both the books they can already read accurately and fluently and those they listen to by:															
• Drawing on what they already know or on background information and vocabulary provided by the teacher															
• Checking that the text makes sense to them as they read and correcting inaccurate reading															
• Making inferences on the basis of what is being said and done															
• Answering and asking questions															
• Predicting what might happen on the basis of what has been read so far															
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say															
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves															

**Writing: Transcription – Coverage in Spring Poetry plans: Year 2**

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5					
<b>Pupils should be taught to spell by:</b>															
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>															
<ul style="list-style-type: none"> <li>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</li> </ul>															
<ul style="list-style-type: none"> <li>Learning to spell common exception words</li> </ul>															
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms</li> </ul>															
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular) [e.g. the girl’s book]</li> </ul>															
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones</li> </ul>															
<b>Pupils should be taught to:</b>															
<ul style="list-style-type: none"> <li>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> </ul>															
<ul style="list-style-type: none"> <li>Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>															
<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>															
<b>Pupils should be taught handwriting:</b>															
<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> </ul>															
<ul style="list-style-type: none"> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>															
<ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>															
<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>															



**Writing: Composition – Coverage in Spring Poetry plans: Year 2**

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry – Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5					
<b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b>															
<ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional)</li> </ul>															
<ul style="list-style-type: none"> <li>• Writing about real events</li> </ul>															
<ul style="list-style-type: none"> <li>• Writing poetry</li> </ul>															
<ul style="list-style-type: none"> <li>• Writing for different purposes</li> </ul>															
<b>Pupils should be taught to consider what they are going to write before beginning by:</b>															
<ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> </ul>															
<ul style="list-style-type: none"> <li>• Writing down ideas and/or key words, including new vocabulary</li> </ul>															
<ul style="list-style-type: none"> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul>															
<b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</b>															
<ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils</li> </ul>															
<ul style="list-style-type: none"> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>															
<ul style="list-style-type: none"> <li>• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]</li> </ul>															
<ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>															

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Poetry plans: Year 2**

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Humorous Poetry – Unit 1	Humorous Poetry - Unit 2	Humorous Poetry – Unit 3	Humorous Poetry – Unit 4	Humorous Poetry – Unit 5					
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:															
<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>															
Pupils should be taught to learn how to use:															
<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>															
<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [e.g. the blue butterfly]</li> </ul>															
<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form</li> </ul>															
<ul style="list-style-type: none"> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, or but)</li> </ul>															
<ul style="list-style-type: none"> <li>The grammar for year 2 in English Appendix 2</li> </ul>															
<ul style="list-style-type: none"> <li>Some features of written Standard English</li> </ul>															
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.															



Coverage Chart – Year 2 Summer Term



**Fiction**

**Spoken Language – Coverage in Summer Fiction plans: Year 2**

Objective	Fantasy: Quest Stories					Stories by the same author: Anthony Browne					Stories by the same author: Lauren Child				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions and explanations															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication.															

**Word Reading – Coverage in Summer Fiction plans: Year 2**

Objective	Fantasy: Quest Stories					Stories by the same author: Anthony Browne					Stories by the same author: Lauren Child				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent															
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes															
Read accurately words of two or more syllables that contain the same graphemes as above															
Read words containing common suffixes															
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word															
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered															
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation															
Re-read these books to build up their fluency and confidence in word reading															

**Reading: Comprehension – Coverage in Summer Fiction plans: Year 2**

Objective	Fantasy: Quest Stories					Stories by the same author: Anthony Browne					Stories by the same author: Lauren Child				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently															
• Discussing the sequence of events in books and how items of information are related															
• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales															
• Being introduced to non-fiction books that are structured in different ways															
• Recognising simple recurring literary language in stories and poetry															
• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary															
• Discussing their favourite words and phrases															
• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear															
• Drawing on what they already know or on background information and vocabulary provided by the teacher															
• Checking that the text makes sense to them as they read and correcting inaccurate reading															
• Making inferences on the basis of what is being said and done															
• Answering and asking questions															
• Predicting what might happen on the basis of what has been read so far															
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say															
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves															

**Writing: Transcription – Coverage in Summer Fiction plans: Year 2**

Objective	Fantasy: Quest Stories					Stories by the same author: Anthony Browne					Stories by the same author: Lauren Child				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Pupils should be taught to spell by:</b>															
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>															
<ul style="list-style-type: none"> <li>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</li> </ul>															
<ul style="list-style-type: none"> <li>Learning to spell common exception words</li> </ul>															
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms</li> </ul>															
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular) [e.g. the girl's book]</li> </ul>															
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones</li> </ul>															
<b>Pupils should be taught to:</b>															
<ul style="list-style-type: none"> <li>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> </ul>															
<ul style="list-style-type: none"> <li>Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>															
<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>															
<b>Pupils should be taught handwriting:</b>															
<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> </ul>															
<ul style="list-style-type: none"> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>															
<ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>															
<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>															

**Writing: Composition – Coverage in Summer Fiction plans: Year 2**

Objective	Fantasy: Quest Stories					Stories by the same author: Anthony Browne					Stories by the same author: Lauren Child				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b>															
• Writing narratives about personal experiences and those of others (real and fictional)	Yellow	Orange	Purple		Red				Blue	Red					Red
• Writing about real events															
• Writing poetry															
• Writing for different purposes				Blue							Yellow			Blue	
<b>Pupils should be taught to consider what they are going to write before beginning by:</b>															
• Planning or saying out loud what they are going to write about					Red	Yellow		Purple		Red			Purple		Red
• Writing down ideas and/or key words, including new vocabulary			Purple		Red			Purple		Red	Yellow		Purple		Red
• Encapsulating what they want to say, sentence by sentence						Yellow	Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red
<b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</b>															
• Evaluating their writing with the teacher and other pupils															Red
• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Yellow				Red	Yellow	Orange			Red			Purple		
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]				Blue	Red			Purple		Red	Yellow				
Read aloud what they have written with appropriate intonation to make the meaning clear							Orange		Blue	Red	Yellow		Purple		Red

Objective	Fantasy: Quest Stories					Stories by the same author: Anthony Browne					Stories by the same author: Lauren Child				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</b>															
<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>				Blue	Red	Yellow						Orange		Blue	
<b>Pupils should be taught to learn how to use:</b>															
<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>				Blue	Red										
<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [e.g. the blue butterfly]</li> </ul>							Orange			Red	Yellow				Red
<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form</li> </ul>	Yellow	Orange	Purple		Red										
<ul style="list-style-type: none"> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, or but)</li> </ul>									Blue						
<ul style="list-style-type: none"> <li>The grammar for year 2 in English Appendix 2</li> </ul>							Orange								Red
<ul style="list-style-type: none"> <li>Some features of written Standard English</li> </ul>														Blue	
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.							Orange			Red				Blue	



**Coverage Chart – Year 2 Summer Term Non-Fiction**

**Spoken Language – Coverage in Summer Non-Fiction plans: Year 2**

Objective	Information Texts: Dinosaurs					Recounts: Reading and Writing Recounts					Persuasive Writing: Bedtime arguments, adverts and letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary		Orange				Yellow									
Articulate and justify answers, arguments and opinions											Yellow				
Give well-structured descriptions and explanations											Yellow				
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow								Blue				Purple		
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow					Yellow	Orange	Purple	Blue	Red	Yellow			Blue	
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates											Yellow	Orange	Purple	Blue	
Gain, maintain and monitor the interest of the listener(s)						Yellow				Red					
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication.											Yellow				

**Word Reading – Coverage in Summer Non-Fiction plans: Year 2**

Objective	Information Texts: Dinosaurs					Recounts: Reading and Writing Recounts					Persuasive Writing: Bedtime arguments, adverts and letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Yellow	Orange	Purple												
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Yellow							Purple							
Read accurately words of two or more syllables that contain the same graphemes as above	Yellow														
Read words containing common suffixes															
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word															
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered								Purple					Purple		Red
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation			Purple												
Re-read these books to build up their fluency and confidence in word reading															

**Reading: Comprehension – Coverage in Summer Non-Fiction plans: Year 2**

Objective	Information Texts: Dinosaurs					Recounts: Reading and Writing Recounts					Persuasive Writing: Bedtime arguments, adverts and letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>															
<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	Yellow													Purple	
<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> </ul>			Purple			Yellow		Purple							
<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>						Yellow		Purple							
<ul style="list-style-type: none"> <li>Being introduced to non-fiction books that are structured in different ways</li> </ul>	Yellow		Purple		Red										
<ul style="list-style-type: none"> <li>Recognising simple recurring literary language in stories and poetry</li> </ul>															
<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>			Purple												
<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases</li> </ul>								Purple					Purple		
<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>															
<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>															
<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>															
<ul style="list-style-type: none"> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>					Red										Red
<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done</li> </ul>															
<ul style="list-style-type: none"> <li>Answering and asking questions</li> </ul>								Purple					Purple		Red
<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>						Yellow		Purple	Blue						
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Yellow		Purple				Orange	Purple	Blue						Red
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			Purple												

**Writing: Transcription – Coverage in Summer Non-Fiction plans: Year 2**

Objective	Information Texts: Dinosaurs					Recounts: Reading and Writing Recounts					Persuasive Writing: Bedtime arguments, adverts and letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Pupils should be taught to spell by:</b>															
• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly															
• 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															
• Learning to spell common exception words															
• Learning to spell more words with contracted forms															
• Learning the possessive apostrophe (singular) [e.g. the girl’s book]															
• Distinguishing between homophones and near-homophones															
<b>Pupils should be taught to:</b>															
• Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly															
• 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 taught so far															
<b>Pupils should be taught handwriting:</b>															
• Form lower-case letters of the correct size relative to one another															
• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined															
• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters															
• Use spacing between words that reflects the size of the letters															

**Writing: Composition – Coverage in Summer Non-Fiction plans: Year 2**

Objective	Information Texts: Dinosaurs					Recounts: Reading and Writing Recounts					Persuasive Writing: Bedtime arguments, adverts and letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b>															
• Writing narratives about personal experiences and those of others (real and fictional)															
• Writing about real events															
• Writing poetry															
• Writing for different purposes															
<b>Pupils should be taught to consider what they are going to write before beginning by:</b>															
• Planning or saying out loud what they are going to write about															
• Writing down ideas and/or key words, including new vocabulary															
• Encapsulating what they want to say, sentence by sentence															
<b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</b>															
• Evaluating their writing with the teacher and other pupils															
• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form															
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]															
Read aloud what they have written with appropriate intonation to make the meaning clear															

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Non-Fiction plans: Year 2**

Objective	Information Texts: Dinosaurs					Recounts: Reading and Writing Recounts					Persuasive Writing: Bedtime arguments, adverts and letters				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</b>															
<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>				Blue	Red		Yellow				Yellow	Yellow			Red
<b>Pupils should be taught to learn how to use:</b>															
<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>				Blue								Yellow			Red
<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [e.g. the blue butterfly]</li> </ul>		Yellow			Red										
<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form</li> </ul>									Blue				Purple	Blue	
<ul style="list-style-type: none"> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, or but)</li> </ul>							Yellow				Yellow				
<ul style="list-style-type: none"> <li>The grammar for year 2 in English Appendix 2</li> </ul>															
<ul style="list-style-type: none"> <li>Some features of written Standard English</li> </ul>															
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.		Yellow					Yellow								

**Coverage Chart – Year 2 Summer Term Poetry**

**Spoken Language – Coverage in Summer Poetry plans: Year 2**

Objective	Poems on a Theme: Happy Poems					Poetic Language: Really Looking at Birds									
	1	2	3	4	5	1	2	3	4	5					
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions and explanations															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication.															

**Word Reading – Coverage in Summer Poetry plans: Year 2**

Objective	Poems on a Theme: Happy Poems					Poetic Language: Really Looking at Birds									
	1	2	3	4	5	1	2	3	4	5					
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent															
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes															
Read accurately words of two or more syllables that contain the same graphemes as above															
Read words containing common suffixes															
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word															
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered															
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation															
Re-read these books to build up their fluency and confidence in word reading															



**Reading: Comprehension – Coverage in Summer Poetry plans: Year 2**

Objective	Poems on a Theme: Happy Poems					Poetic Language: Really Looking at Birds									
	1	2	3	4	5	1	2	3	4	5					
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>															
<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	Yellow	Orange	Purple		Red	Yellow		Purple							
<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> </ul>															
<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>															
<ul style="list-style-type: none"> <li>Being introduced to non-fiction books that are structured in different ways</li> </ul>															
<ul style="list-style-type: none"> <li>Recognising simple recurring literary language in stories and poetry</li> </ul>			Purple		Red					Red					
<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>										Red					
<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases</li> </ul>			Purple		Red	Yellow									
<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>					Red			Purple							
<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>															
<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>															
<ul style="list-style-type: none"> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	Yellow														
<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done</li> </ul>	Yellow		Purple												
<ul style="list-style-type: none"> <li>Answering and asking questions</li> </ul>	Yellow		Purple												
<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>	Yellow														
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Yellow			Blue		Yellow		Purple		Red					
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			Purple		Red			Purple							

**Writing: Transcription – Coverage in Summer Poetry plans: Year 2**

Objective	Poems on a Theme: Happy Poems					Poetic Language: Really Looking at Birds									
	1	2	3	4	5	1	2	3	4	5					
<b>Pupils should be taught to spell by:</b>															
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>															
<ul style="list-style-type: none"> <li>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</li> </ul>															
<ul style="list-style-type: none"> <li>Learning to spell common exception words</li> </ul>															
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms</li> </ul>															
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular) [e.g. the girl’s book]</li> </ul>															
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones</li> </ul>															
<b>Pupils should be taught to:</b>															
<ul style="list-style-type: none"> <li>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> </ul>															
<ul style="list-style-type: none"> <li>Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>															
<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>															
<b>Pupils should be taught handwriting:</b>															
<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> </ul>															
<ul style="list-style-type: none"> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>															
<ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>															
<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>															

**Writing: Composition – Coverage in Summer Poetry plans: Year 2**

Objective	Poems on a Theme: Happy Poems					Poetic Language: Really Looking at Birds									
<b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b>															
• Writing narratives about personal experiences and those of others (real and fictional)	Yellow		Purple		Red										
• Writing about real events															
• Writing poetry	Yellow		Purple		Red	Yellow	Orange			Red					
• Writing for different purposes									Blue						
<b>Pupils should be taught to consider what they are going to write before beginning by:</b>															
• Planning or saying out loud what they are going to write about	Yellow	Orange	Purple	Blue	Red		Orange		Blue						
• Writing down ideas and/or key words, including new vocabulary	Yellow	Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red					
• Encapsulating what they want to say, sentence by sentence						Yellow	Orange	Purple							
<b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</b>															
• Evaluating their writing with the teacher and other pupils	Yellow				Red	Yellow		Purple							
• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form		Orange		Blue	Red		Orange		Blue	Red					
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]	Yellow		Purple							Red					
Read aloud what they have written with appropriate intonation to make the meaning clear			Purple												

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Poetry plans: Year 2**

Objective	Poems on a Theme: Happy Poems					Poetic Language: Really Looking at Birds									
	1	2	3	4	5	1	2	3	4	5					
<b>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</b>															
<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>															
<b>Pupils should be taught to learn how to use:</b>															
<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>															
<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [e.g. the blue butterfly]</li> </ul>															
<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form</li> </ul>															
<ul style="list-style-type: none"> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, or but)</li> </ul>															
<ul style="list-style-type: none"> <li>The grammar for year 2 in English Appendix 2</li> </ul>															
<ul style="list-style-type: none"> <li>Some features of written Standard English</li> </ul>															
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.															



Coverage Chart - Year 2 Autumn Term



**Fiction**

**Spoken Language – Coverage in Autumn Fiction plans: Year 2**

Objective	Stories on a Theme: Feelings				Traditional Tales and Fables: The Story Blanket								
	1	2	3	4	1	2	3	4	1	2	3	4	
Listen and respond appropriately to adults and their peers													
Ask relevant questions to extend their understanding and build vocabulary and knowledge													
Use relevant strategies to build their vocabulary													
Articulate and justify answers, arguments and opinions	Green			Green									
Give well-structured descriptions and explanations	Green			Green	Green			Green					
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments				Green									
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas				Green	Green		Yellow						
Speak audibly and fluently with an increasing command of Standard English													
Participate in discussions, presentations, performances and debates					Green			Green					
Gain, maintain and monitor the interest of the listener(s)													
Consider and evaluate different viewpoints, attending to and building on the contributions of others													
Select and use appropriate registers for effective communication.													

**Word Reading – Coverage in Autumn Fiction plans: Year 2**

Objective	Stories on a Theme: Feelings				Traditional Tales and Fables: The Story Blanket							
	1	2	3	4	1	2	3	4	1	2	3	4
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent												
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes												
Read accurately words of two or more syllables that contain the same graphemes as above												
Read words containing common suffixes												
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word												
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered												
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation												
Re-read these books to build up their fluency and confidence in word reading												

**Reading: Comprehension – Coverage in Autumn Fiction plans: Year 2**

Objective	Stories on a Theme: Feelings				Traditional Tales and Fables: The Story Blanket							
	1	2	3	4	1	2	3	4	1	2	3	4
<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>												
<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> </ul>												
<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>												
<ul style="list-style-type: none"> <li>Being introduced to non-fiction books that are structured in different ways</li> </ul>												
<ul style="list-style-type: none"> <li>Recognising simple recurring literary language in stories and poetry</li> </ul>												
<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>												
<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases</li> </ul>												
<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>												
<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>												
<ul style="list-style-type: none"> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>												
<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done</li> </ul>												
<ul style="list-style-type: none"> <li>Answering and asking questions</li> </ul>												
<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>												
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say												
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves												

Writing: Transcription – Coverage in Autumn Fiction plans: Year 2

Objective	Stories on a Theme: Feelings				Traditional Tales and Fables: The Story Blanket							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to spell by:</b>												
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>												
<ul style="list-style-type: none"> <li>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</li> </ul>												
<ul style="list-style-type: none"> <li>Learning to spell common exception words</li> </ul>												
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms</li> </ul>												
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular) [e.g. the girl's book]</li> </ul>												
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones</li> </ul>												
<b>Pupils should be taught to:</b>												
<ul style="list-style-type: none"> <li>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> </ul>												
<ul style="list-style-type: none"> <li>Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>												
<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>												
<b>Pupils should be taught handwriting:</b>												
<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> </ul>												
<ul style="list-style-type: none"> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>												
<ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>												
<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>												



**Writing: Composition – Coverage in Autumn Fiction plans: Year 2**

Objective	Stories on a Theme: Feelings				Traditional Tales and Fables: The Story Blanket							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b>												
• Writing narratives about personal experiences and those of others (real and fictional)				Green			Yellow	Green				
• Writing about real events												
• Writing poetry												
• Writing for different purposes	Purple											
<b>Pupils should be taught to consider what they are going to write before beginning by:</b>												
• Planning or saying out loud what they are going to write about	Purple		Yellow	Green	Purple	Blue	Yellow	Green				
• Writing down ideas and/or key words, including new vocabulary				Green				Green				
• Encapsulating what they want to say, sentence by sentence	Purple	Blue	Yellow	Green	Purple	Blue	Yellow	Green				
<b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</b>												
• Evaluating their writing with the teacher and other pupils												
• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form				Green				Green				
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]	Purple			Green				Green				
Read aloud what they have written with appropriate intonation to make the meaning clear				Green			Yellow	Green				

Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Fiction plans: Year 2

Objective	Stories on a Theme: Feelings				Traditional Tales and Fables: The Story Blanket							
	1	2	3	4	1	2	3	4	1	2	3	4
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:												
<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>												
Pupils should be taught to learn how to use:												
<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>												
<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [e.g. the blue butterfly]</li> </ul>												
<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form</li> </ul>												
<ul style="list-style-type: none"> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, or but)</li> </ul>												
<ul style="list-style-type: none"> <li>The grammar for year 2 in English Appendix 2</li> </ul>												
<ul style="list-style-type: none"> <li>Some features of written Standard English</li> </ul>												
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.												

**Coverage Chart – Year 2 Autumn Term Non-Fiction**

**Spoken Language – Coverage in Autumn Non-Fiction plans: Year 2**

Objective	Recounts: Animal Diaries				Letters and Postcards: Letters							
	1	2	3	4	1	2	3	4	1	2	3	4
Listen and respond appropriately to adults and their peers												
Ask relevant questions to extend their understanding and build vocabulary and knowledge												
Use relevant strategies to build their vocabulary												
Articulate and justify answers, arguments and opinions												
Give well-structured descriptions and explanations												
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments												
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas												
Speak audibly and fluently with an increasing command of Standard English												
Participate in discussions, presentations, performances and debates												
Gain, maintain and monitor the interest of the listener(s)												
Consider and evaluate different viewpoints, attending to and building on the contributions of others												
Select and use appropriate registers for effective communication.												

**Word Reading – Coverage in Autumn Non-Fiction plans: Year 2**

Objective	Recounts: Animal Diaries				Letters and Postcards: Letters							
	1	2	3	4	1	2	3	4	1	2	3	4
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent												
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes												
Read accurately words of two or more syllables that contain the same graphemes as above												
Read words containing common suffixes												
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word												
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered												
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation												
Re-read these books to build up their fluency and confidence in word reading												

Reading: Comprehension – Coverage in Autumn Non-Fiction plans: Year 2

Objective	Recounts: Animal Diaries				Letters and Postcards: Letters								
	1	2	3	4	1	2	3	4	1	2	3	4	
• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently													
• Discussing the sequence of events in books and how items of information are related													
• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales													
• Being introduced to non-fiction books that are structured in different ways													
• Recognising simple recurring literary language in stories and poetry													
• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary													
• Discussing their favourite words and phrases													
• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear													
• Drawing on what they already know or on background information and vocabulary provided by the teacher													
• Checking that the text makes sense to them as they read and correcting inaccurate reading													
• Making inferences on the basis of what is being said and done													
• Answering and asking questions													
• Predicting what might happen on the basis of what has been read so far													
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say													
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves													

**Writing: Transcription – Coverage in Autumn Non-Fiction plans: Year 2**

Objective	Recounts: Animal Diaries				Letters and Postcards: Letters							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to spell by:</b>												
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>												
<ul style="list-style-type: none"> <li>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</li> </ul>												
<ul style="list-style-type: none"> <li>Learning to spell common exception words</li> </ul>												
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms</li> </ul>												
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular) [e.g. the girl's book]</li> </ul>												
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones</li> </ul>												
<b>Pupils should be taught to:</b>												
<ul style="list-style-type: none"> <li>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> </ul>												
<ul style="list-style-type: none"> <li>Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>												
<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>												
<b>Pupils should be taught handwriting:</b>												
<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> </ul>												
<ul style="list-style-type: none"> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>												
<ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>												
<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>												

**Writing: Composition – Coverage in Autumn Non-Fiction plans: Year 2**

Objective	Recounts: Animal Diaries				Letters and Postcards: Letters							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b>												
• Writing narratives about personal experiences and those of others (real and fictional)												
• Writing about real events												
• Writing poetry												
• Writing for different purposes												
<b>Pupils should be taught to consider what they are going to write before beginning by:</b>												
• Planning or saying out loud what they are going to write about												
• Writing down ideas and/or key words, including new vocabulary												
• Encapsulating what they want to say, sentence by sentence												
<b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</b>												
• Evaluating their writing with the teacher and other pupils												
• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form												
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]												
Read aloud what they have written with appropriate intonation to make the meaning clear												

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Non-Fiction plans: Year 2**

Objective	Recounts: Animal Diaries				Letters and Postcards: Letters							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</b>												
<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>												
<b>Pupils should be taught to learn how to use:</b>												
<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>												
<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [e.g. the blue butterfly]</li> </ul>												
<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form</li> </ul>												
<ul style="list-style-type: none"> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, or but)</li> </ul>												
<ul style="list-style-type: none"> <li>The grammar for year 2 in English Appendix 2</li> </ul>												
<ul style="list-style-type: none"> <li>Some features of written Standard English</li> </ul>												
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.												



**Coverage Chart – Year 2 Autumn Term Poetry**

**Spoken Language – Coverage in Autumn Poetry plans: Year 2**

Objective	Poems on a Theme: Rainbows and Colours				Poems by the Same Poet: Edward Lear							
	1	2	3	4	1	2	3	4	1	2	3	4
Listen and respond appropriately to adults and their peers												
Ask relevant questions to extend their understanding and build vocabulary and knowledge												
Use relevant strategies to build their vocabulary			Yellow				Yellow	Green				
Articulate and justify answers, arguments and opinions	Purple			Green	Purple							
Give well-structured descriptions and explanations	Purple		Yellow	Green	Purple	Blue	Yellow					
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments												
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					Purple			Green				
Speak audibly and fluently with an increasing command of Standard English												
Participate in discussions, presentations, performances and debates				Green								
Gain, maintain and monitor the interest of the listener(s)												
Consider and evaluate different viewpoints, attending to and building on the contributions of others												
Select and use appropriate registers for effective communication.												

**Word Reading – Coverage in Autumn Poetry plans: Year 2**

Objective	Poems on a Theme: Rainbows and Colours				Poems by the Same Poet: Edward Lear								
	1	2	3	4	1	2	3	4	1	2	3	4	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent													
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes													
Read accurately words of two or more syllables that contain the same graphemes as above													
Read words containing common suffixes													
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word													
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered													
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation													
Re-read these books to build up their fluency and confidence in word reading													

Reading: Comprehension – Coverage in Autumn Poetry plans: Year 2

Objective	Poems on a Theme: Rainbows and Colours				Poems by the Same Poet: Edward Lear							
	1	2	3	4	1	2	3	4	1	2	3	4
<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>												
<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> </ul>												
<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>												
<ul style="list-style-type: none"> <li>Being introduced to non-fiction books that are structured in different ways</li> </ul>												
<ul style="list-style-type: none"> <li>Recognising simple recurring literary language in stories and poetry</li> </ul>												
<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>												
<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases</li> </ul>												
<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>												
<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>												
<ul style="list-style-type: none"> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>												
<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done</li> </ul>												
<ul style="list-style-type: none"> <li>Answering and asking questions</li> </ul>												
<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>												
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say												
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves												

**Writing: Transcription – Coverage in Autumn Poetry plans: Year 2**

Objective	Poems on a Theme: Rainbows and Colours				Poems by the Same Poet: Edward Lear							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to spell by:</b>												
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>												
<ul style="list-style-type: none"> <li>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</li> </ul>												
<ul style="list-style-type: none"> <li>Learning to spell common exception words</li> </ul>												
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms</li> </ul>												
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular) [e.g. the girl's book]</li> </ul>												
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones</li> </ul>												
<b>Pupils should be taught to:</b>												
<ul style="list-style-type: none"> <li>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> </ul>												
<ul style="list-style-type: none"> <li>Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>												
<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>												
<b>Pupils should be taught handwriting:</b>												
<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> </ul>												
<ul style="list-style-type: none"> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>												
<ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>												
<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>												

**Writing: Composition – Coverage in Autumn Poetry plans: Year 2**

Objective	Poems on a Theme: Rainbows and Colours				Poems by the Same Poet: Edward Lear							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b>												
• Writing narratives about personal experiences and those of others (real and fictional)												
• Writing about real events												
• Writing poetry												
• Writing for different purposes												
<b>Pupils should be taught to consider what they are going to write before beginning by:</b>												
• Planning or saying out loud what they are going to write about												
• Writing down ideas and/or key words, including new vocabulary												
• Encapsulating what they want to say, sentence by sentence												
<b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</b>												
• Evaluating their writing with the teacher and other pupils												
• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form												
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]												
Read aloud what they have written with appropriate intonation to make the meaning clear												

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Poetry plans: Year 2**

Objective	Poems on a Theme: Rainbows and Colours				Poems by the Same Poet: Edward Lear							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</b>												
<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>												
<b>Pupils should be taught to learn how to use:</b>												
<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>												
<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify [e.g. the blue butterfly]</li> </ul>			Yellow	Green		Blue	Yellow	Green				
<ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently including the progressive form</li> </ul>												
<ul style="list-style-type: none"> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, or but)</li> </ul>				Green								
<ul style="list-style-type: none"> <li>The grammar for year 2 in English Appendix 2</li> </ul>												
<ul style="list-style-type: none"> <li>Some features of written Standard English</li> </ul>												
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.						Blue						