English scheme of work – Year 2 (from Sep 2026) -

Christian values underpinning learning: *Together we love and respect. We are creative, we are determined, we are confident, we are kind.*

Spoken Language:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments g) use spoken language to develop understanding
- speak audibly and fluently
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication.

Word Reading - Recognition:

Pupils should be taught to:

- 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 the 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

Pupils should be taught to:

- **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 that they can already read accurately and fluently and those that 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

Spelling (see spelling list year 2 – Appendix 1)

Pupils should be taught to spell by:

- 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) [for example, 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 * Spelling List
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

Pupils should be taught to:

- 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

Pupils should be taught to:

- **develop positive attitudes towards and stamina for writing by:**
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- **consider what they are going to write before beginning by:**
  - 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
- **make simple additions, revisions and corrections to their own writing by:**
  - 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 [for example, ends of sentences punctuated correctly]
- **read aloud what they have written with appropriate intonation to make the meaning clear**

Writing Composition:

Pupils should be taught to:

- **develop their understanding of the concepts set out in Grammar Year 2 – Appendix 2**
  - learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- **learn how to use**:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in Appendix 2
  - some features of written Standard English
- **use and understand the grammatical terminology in Appendix 2 in discussing their writing**

Over the course of the year the following genres of writing must be covered:
Narrative
Recount
Explanation
Non-chronological reports
Persuasion
Information
Poetry
Instructions

Each class will show coverage of these within their planning, however the order they are covered will be determined by the class teacher in order to enable quality texts for each genre to be best suited to the individual topics, ensuring purposeful and cross-curricular English.

APPENDIX 1 – Spelling Year 2 The majority of these will be taught through Rocket Phonics and reinforced in English lessons.

Statutory requirements	Example words (non-statutory)	Rules and guidance (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	The letter j is never used for the /dʒ/ ("dge") sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt **–dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʊ/ and /ʌ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as **–ge** at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.
The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy	
The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.
The /ɹ/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap	This spelling probably also reflects an old pronunciation.
The /l/ or /əl/ sound spelt –le at the end of words	table, apple, bottle, little, middle	The **–le** spelling is the most common spelling for this sound at the end of words.
The /l/ or /əl/ sound spelt –el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel	The **–el** spelling is much less common than **–le**. The **–el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w** and more often than not after **s**.
The /l/ or /əl/ sound spelt –al at the end of words	metal, pedal, capital, hospital, animal	Not many nouns end in **–al**, but many adjectives do.
Words ending –il	pencil, fossil, nostril	There are not many of these words.
The /aɪ/ sound spelt –y at the end of words	cry, fly, dry, try, reply, July	This is by far the most common spelling for this sound at the end of words.
Adding –es to nouns and verbs ending in –y	flies, tries, replies, copies, babies, carries	The **y** is changed to **i** before **–es** is added.
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant	copied, copier, happier, happiest, cried, replied …**but** copying, crying,	The **y** is changed to **i** before **–ed**, **–er** and **–est** are added, but not before **–ing** as this would result in **ii**. The only ordinary words with **ii** are *skiing* and *taxiing***.**

Statutory requirements	Example words (non-statutory)	Rules and guidance (non-statutory)
before it.	replying	
Adding the endings –ing, –ed, –er, – est and –y to words ending in –e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny	The **–e** at the end of the root word is dropped before **–ing**, **–ed**, **–er**, **–est**, **–y** or any other suffix beginning with a vowel letter is added. The exception is *being.*
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). **Exception**: The letter 'x' is never doubled: *mixing*, *mixed*, *boxer*, *sixes*.
Consolidation		
The /ɔ:/ sound spelt a before l and ll	all, ball, call, walk, talk, always	The **/ɔ:/** sound ("or") is usually spelt as **a** before **l** and **ll**.
The /ʌ/ sound spelt o	other, mother, brother, nothing, Monday	
The /i:/ sound spelt –ey	key, donkey, monkey, chimney, valley	The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys,* etc.).
The /ɒ/ sound spelt a after w and qu	want, watch, wander, quantity, squash	**a** is the most common spelling for the **/ɒ/** ('hot') sound after **w** and **qu**.
The /ɜ:/sound spelt or after w	word, work, worm, world, worth	There are not many of these words.
The /ɔ:/sound spelt ar after w	war, warm, towards	There are not many of these words.
The /ʒ/ sound spelt s	television, treasure, usual	
The suffixes –ment, –ness , –ful , –less and '-ly'	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. **Exceptions**: (1) a*rgument* (2) root words ending in **–y** with a consonant before it but only if the root word has more than one syllable.
Contractions	can't, didn't, hasn't, couldn't, it's, I'll	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can't – cannot*). *It's* means *it is* (e.g. *It's* raining) or sometimes *it has* (e.g. *It's* been raining), but *it's* is never used for the possessive.
The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's, the man's	
Words ending in –tion	station, fiction, motion, national,	

Statutory requirements	Example words (non-statutory)	Rules and guidance (non-statutory)
	section	
Homophones and near-homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	It is important to know the difference in meaning between homophones.
Consolidation		
Common exception words	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.	Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat.* *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Appendix 2 – Grammar Year

WORD Year 2	SENTENCE Year 2	TEXT Year 2	PUNCTUATION Year 2
• Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of **adjectives** using **suffixes** such as –ful, –less • Use of the **suffixes** –er, –est in **adjectives** and the use of – ly in Standard English to turn adjectives into **adverbs**	• **Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but) • Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command	• Correct choice and consistent use of **present tense** and **past tense** throughout writing • Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting]	• Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** • Commas to separate items in a list • **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Terminology for pupils

noun
noun phrase
statement
question
exclamation
command
compound
suffix
adjective
adverb
verb
tense (past, present)
apostrophe
comma

Year	Grammar Objectives	Example	Terminology
2	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.	Sentence Capital letter Full stop Question mark Exclamation mark
2	Use commas in making lists	The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.	comma
2	Use expanded noun phrases to describe and specify	The wild tiger, the black bear and the swimming whale.	Noun Adjective
2	Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: When the tiger came to tea, he ate up all the food and drank up all the water. If another tiger comes to tea, we have some tins of tiger-food.	Co-ordination Subordination Conjunctions
2	Use and distinguish past and present text correctly and consistently including the progressive form	In a story it is often past tense: The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap. In a description of something which is true now, it is present tense. My favourite colour is red. I like playing princesses and magic games best.	Verb Tense Past Present
2	Use sentences with different forms: statement, command, exclamation and question		Question Command Exclamation Statement
2	Use apostrophes for contracted forms – relate this to differences between spoken & written English	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe