



Every Child, Every Chance, Every Day

Yearly Overview for English – Year 2

Pacer of Termly Texts, Blocks, Links and Suggested Outcomes						
	Autumn		Spring		Summer	
Curriculum topics (History, Geography, Science)	<ul style="list-style-type: none"> Great fire of London Animals including humans 	<ul style="list-style-type: none"> Great fire of London Black History Month Animals including humans 	<ul style="list-style-type: none"> Journeys across the sea Uses of everyday materials 	<ul style="list-style-type: none"> Journeys across the sea Plants (1) 	<ul style="list-style-type: none"> Famous people Living things and their habitat 	<ul style="list-style-type: none"> Spain Plants (2)
Narrative	Stories with familiar settings – animal characters (science link)	Stories from other cultures (BHM link) The Christmas Story – KS1 nativity	Character and setting descriptions (topic link)	Extended stories by significant authors	Folk tales from other countries Book week – whole school narrative study (various)	Author study - Emily Gravett
Non-fiction	Information books about animals (science link)	Non-chronological reports (science link/topic link)	Explanation (science link)	Non-chronological reports (topic link)	Recount (topic link)	Instructions (topic link)
Poetry	Vocabulary building: Poems about senses (science link)	Vocabulary Building: We are Britain – Benjamin Zephaniah (BHM)	Structure study: Repetition, pattern and rhyme poems Whole school poetry recital	Vocabulary building: Poems on a theme (topic link)	Structure study: Nonsense poems and limericks	Poet study – Carol Ann Duffy
Core texts	The Lion in the Meadow Tiger Who Came To Tea Dogs, Mathilda's Cat – linked to non-fiction unit	Lila and the Secret of the Rain The Works (poetry)	The Lighthouse Keeper's Lunch Where the Forest Meets the Sea The Little Boat	The Magic Finger George's Marvellous Medicine Esio Trot Twits Revolting Rhymes Enormous Crocodile The Giraffe and the Pelly and Me	The Princess and the White Bear King A Fistful of Pearls Baba Yaga Hansel and Gretel The Owl and the Pussy Cat (see Year 1 BookPower)	Meerkat Mail Egg Little Mouse's Big Book of Fears Wolves Dogs Monkey and Me. Rabbit Problem

<p>Suggested written outcome</p>	<p><u>Narrative e.g. The Lion and the Meadow:</u> Character descriptions. Setting descriptions. Write own stories with a familiar setting using Boxing Clever format. <u>Non-fiction:</u> Use Dogs and Mathilda's cat to compare fiction and non-fiction texts about animals. Make information books about animals using contents, index, photos, captions. Make a whole class book – each child makes a page about a favourite animal. <u>Poetry:</u> Linked to topic. London's burning. Ring a Ring O' Roses. Write poems about senses based on an original poem linked to Great Fire topic – a walk through Tudor/Stuarts streets.</p>	<p><u>Narrative e.g. Lila and the Secret of the Rain:</u> Share stories from children's own culture. Parents to read a story in home language. Retell stories from other cultures. Story maps, sequencing stories. <u>Non-fiction:</u> Non-chronological reports with a link to science e.g. ways to stay healthy – exercise, hygiene, healthy eating sub-headings. BHM - Fact finding about another country – linked to stories from other cultures – make a whole class book (homework link). Include Britain. <u>Poetry:</u> Descriptions through poetry to celebrate children's culture. Use of 'We are Britain' Benjamin Zephaniah as a template for own poetry.</p>	<p><u>Narrative – The Lighthouse Keeper's Lunch:</u> Speech bubbles – cartoon strip for the story. Setting descriptions. Character feelings – Hamish the cat. Reading other books within the series e.g. Lighthouse Keeper's Breakfast. Comparative analysis. Comparing fiction and non-fiction on a theme. Re-tell the story. Rainforest descriptions linked to Where the Forest meets the sea. <u>Non-fiction:</u> How to recycle materials diagram and explanation of process (visit to recycling centre). Produce a flow chart. Recount/explanation of materials process. How are manmade materials made e.g. glass (sand), plastic (oil) etc. <u>Poetry:</u> Read and enjoy poems with repeating patterns, The Works chosen by Paul Cookson. Prepare for whole school recital.</p>	<p><u>Narrative – Roald Dahl:</u> The Magic Finger Letter to the girl, asking questions. Persuasive letter to the Greggs. Captions on behaviour chart. Diary entry. Information poster about native birds. Collaborative poem about the joys of flying. Narrative sequel to the story. Story sack linked to George's Marvellous Medicine. <u>Non-fiction:</u> Assemble information from topic work. Features of the coastline recorded as a non-chronological report. Biographical report on an explorer. <u>Poetry:</u> Looking at a range of poetic styles. Comparative language. Decide on our favourite poems. Read and write poems from about the seaside using our favourite style of poem. The Works.</p>	<p><u>Narrative e.g. The Princess and the White Bear</u> Retell with alternative endings. Write in role as princess/kindly servant. Diary entries. Write a play script. Writing dialogue. <u>Non-fiction:</u> Recount a trip or experience (linked to Science topic). A first person recount re-telling a historical event (famous people topic). Series of diary entries from famous person perspective. <u>Poetry:</u> Explore a classic poet. (Lear) Nonsense poems, limericks. Children to write their own based on topic preference. Comparing Standard English with non-standard forms.</p>	<p><u>Narrative - Emily Gravett:</u> Write thought and speech bubbles as hot seat outcomes. Write in role as character. Write a diary extract. Write letters to the author. Series of postcards (Meerkat Mail) <u>Non-fiction:</u> Descriptions of cities (Spain). Research into another country. Note-taking. Instructions for making paella linked to Spain topic. Instructions linked to author study work – fiction based instructions e.g. how to trap an ogre... <u>Poetry:</u> Read, illustrate and re-write poems by a famous poet.</p>
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Extended writing focus	1. Whole school assessment piece at the beginning of each term – The Magic Door, The Lost key	8. Blogs for the website	15. Author visits – letters, re-tell stories etc	22. Write in the style of...	30. School trip recounts	
	2. Posters for the school environment to advertise an event	9. Songs for assembly	16. Letters to visitors – thank you letters, to request things	23. Comparative writing in history and geography	31. Opportunities for ‘free’ writing – children to choose genre/text type	
	3. Cooking week instructions	10. Radio scripts	17. Science week explanations	24. Easter/Christmas story news report or retell the story	32. Boxing Clever stories	
	4. Coding instructions (computing)	11. School council – wish lists, explanation of ideas, persuasive letters	18. RE prayers	25. Christmas links – letters to Father Christmas, Christmas recipes, instructions for decorations	33. Story openings	
	5. Church productions – script writing	12. Virtual tours	19. Interviews with staff/visitors	26. Christmas links – letters to Father Christmas, Christmas recipes, instructions for decorations	34. Story endings	
	6. Play scripts for assemblies	13. Letters to MPs - citizenship	20. Nativity story	27. Job descriptions – St Mark’s Saviours, Year 6 monitors	35. Show not tell	
	7. News items for the newsletter	14. Sports day recounts	21. Invitations to class assemblies/open afternoons	28. Letters for Kentish Town partnership days	36. Science/Topic/RE/PSHE linked pieces	
				29. Persuasive letters to Steve Mr Henry e.g. a school trip etc	37. English unit linked pieces	
				29. Sports events – recounts, news reports e.g. football team, sports day		
	Read aloud book list	The Princess and the Pea Stories by Dick King-Smith Emily’s Leg Grace and Family Dogger	Flat Stanley Stories from other cultures – selection Mamo on the Mountain	George’s Marvellous Medicine The Magic Finger (pre-read for Spring 2) A poem a day – preparation for poetry recital	Other Roald Dahl stories	Dr Suess – linked to poetry nonsense literature
Suggested spoken outcomes	Oral retell Hot seating characters Book talk Asking and answering relevant questions for topic Presentations Vocabulary development games Class assembly	Christmas nativity performance Singing Rehearse repetitive refrains/rhymes Listen to and respond to peers Vocabulary development games	Poetry recital Oral rehearsal of explanations Vocabulary development games Class assembly	Interview with characters – hot seating Improvisation Vocabulary development games	Debate/discussion Hot seating for diaries Vocabulary development games Act out play script Class assembly	Orally rehearse instructions Role play/drama Hot seating Vocabulary development games Whole school assembly to share author/poet study
STATUTORY REQUIREMENTS BY TERM - objectives should and will be covered at many other times within and across units but must be taught at least in these terms						

Spoken Language Statutory Requirements	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers 	<ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments participate in discussions, presentations, performances, role play/improvisations and debates 	<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
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<p>Reading statutory requirements -</p> <p>Word Reading Comprehension</p>	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • 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 • drawing on what they already know or on background information and vocabulary provided by the teacher • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • discussing the sequence of events in books and how items of information are related • checking that the text makes sense to them as they read, and correcting inaccurate reading • 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 	<ul style="list-style-type: none"> • read accurately words of two or more syllables that contain the same graphemes as above • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • 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 • discussing their favourite words and phrases • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • read words containing common suffixes • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • answering and asking questions
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<p>Writing statutory requirements -</p> <p>Handwriting Composition Vocabulary, Grammar and Punctuation (see spelling for transcription)</p>	<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • writing narratives about personal experiences and those of others (real and fictional) • encapsulating what they want to say, sentence by sentence • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • 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) 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • writing for different purposes • evaluating their writing with the teacher and other pupils • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • expanded noun phrases to describe and specify [for example, the blue butterfly] 	<ul style="list-style-type: none"> • 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 from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • writing poetry • read aloud what they have written with appropriate intonation to make the meaning clear • how the grammatical patterns in sentences determine its function e.g. sentences with different forms: statement, question, exclamation, command • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • add suffixes to spell longer words (to nouns/adjectives) including –ment, –ness, –ful, –less, –ly • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • writing about real events • the present and past tenses correctly and consistently, including the progressive form • some features of written Standard English • use of suffixes to turn adjectives into adverbs (ly) 	<ul style="list-style-type: none"> • 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 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • 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)
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<p>Spelling statutory requirements by term</p>	<p>Revisit Phase 5 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’. The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words <p>Common exception words /aɪ/ sound spelt ‘i’ in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> Segmentation Using a GPC chart Using spelling journals, word banks, the environment, a working wall. Word sort Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children’s proofreading. <p>Learning and practising spellings Teach children how to learn and practise spell- ings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> Identify the tricky part of the word Segmentation strategy Look, Say, Cover, Write, Check Rainbow write Saying the word in a funny way 	<p>Revisit The /l/ or /əl/ sound spelt ‘-le’ at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they’re/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re</i>)</p> <p>Year 2 phonics The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’ The /r/ sound spelt ‘-wr’ at the beginning of words The /b/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ʒ/ spelt ‘s’</p> <p>Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings ‘-ing-’, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it Adding ‘-ing-’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter Adding ‘-es’ to nouns and verbs ending in ‘y’ The suffixes ‘-ful’, ‘-less’ and ‘-ly’ Words ending in ‘-tion’</p> <p>Strategies at the point of writing</p> <ul style="list-style-type: none"> Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills <p>Ensure that guidance on marking is used to support pupils’ proofreading.</p> <p>Learning and Practising spellings</p> <ul style="list-style-type: none"> If not already introduced, introduce the use of spelling journals. Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny way 	<p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /əl/ sound spelt ‘-el’ at the end of words The /l/ or /əl/ sound spelt ‘-al’ at the end of words The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling) The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’ The /n/ sound spelt ‘o’ The /ɜ:/ sound spelt ‘or’ after ‘w’</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’,</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> Introduce individual Have a Go sheets if not established already Teach using analogy to spell a word you don’t know <p>Proofreading After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils’ proofreading. <p>Learning and practising spellings</p> <ul style="list-style-type: none"> Secure learning routines with resources, for example spelling journals or environmental print. <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Writing in the air Tracing over the word Rainbow writing Look, say, cover, write, check
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	<p>Common exception words taught through Letters and Sounds revision</p> <p>GPCs taught through Letters and Sounds</p> <ul style="list-style-type: none"> ▪ 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
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Key Vocabulary, grammar and punctuation terminology to be specifically taught in **BLUE**

Curriculum requirements for each area across Year 1

Spoken Language

- 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
- 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, role play, improvisations 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.

Reading	
<p>Word</p> <ul style="list-style-type: none"> 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 <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>Comprehension</p> <ul style="list-style-type: none"> <u>develop pleasure in reading, motivation to read, vocabulary and understanding by:</u> 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 <u>understand both the books that they can already read accurately and fluently and those that they listen to by:</u> 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 <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>

Writing	
<p><u>Handwriting</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Composition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>

Spelling, Punctuation & Grammar			
Terminology for pupils noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma	Grammar. Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none">Using subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)Use expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]Understand 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 <ul style="list-style-type: none">Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Punctuation. Indicate grammatical and other features by: <ul style="list-style-type: none">Use of capital letters, full stops, question marks and exclamation marks to demarcate sentencesCommas to separate items in a listApostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]		
Spelling (see English Appendix 1) Pupils should be taught to spell by: <ul style="list-style-type: none">segmenting spoken words into phonemes and representing these by graphemes, spelling many correctlylearning 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 homophoneslearning to spell common exception wordslearning to spell more words with contracted formslearning the possessive apostrophe (singular) [for example, the girl's book]distinguishing between homophones and near-homophonesFormation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>]Formation of adjectives using suffixes such as <i>–ful, –less</i>Use of the suffixes <i>–er, –est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbswrite from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.			
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 suffixes –ment, –ness, –ful , –less and –ly	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy	The /ʌ/ sound spelt o	other, mother, brother, nothing, Monday
The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw	The /i:/ sound spelt –ey	key, donkey, monkey, chimney, valley

The /r/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap	The /ɒ/ sound spelt a after w and qu	want, watch, wander, quantity, squash
The /l/ or /əl/ sound spelt –le at the end of words	table, apple, bottle, little, middle	The /ɜ:/ sound spelt or after w	word, work, worm, world, worth
The /l/ or /əl/ sound spelt –el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel	The /ɜ:/ sound spelt ar after w	war, warm, towards
The /l/ or /əl/ sound spelt –al at the end of words	metal, pedal, capital, hospital, animal	The /z/ sound spelt s	television, treasure, usual
Words ending –il	pencil, fossil, nostril	The /ɔ:/ sound spelt a before l and ll	all, ball, call, walk, talk, always
The /ai/ sound spelt –y at the end of words	cry, fly, dry, try, reply, July	Contractions	can't, didn't, hasn't, couldn't, it's, I'll
Adding –es to nouns and verbs ending in –y	flies, tries, replies, copies, babies, carries	The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's, the man's
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	copied, copier, happier, happiest, cried, replied... but copying, crying, replying	Words ending in –tion	station, fiction, motion, national, section
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	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
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	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. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.