



Peel Hall Primary School

English Overview (Writing and Spoken Language)

Year 2					
Transcription		Composition		Vocabulary and Grammar	Punctuation
Spelling	Handwriting	Sentence Structure/Organisation	Editing and Redrafting		
<ul style="list-style-type: none"> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which one or more spelling is already known, and learn some words with each spelling, including common homophones Learn to spell more words with contracted forms Learn the possessive apostrophe (singular) eg the girl's book Distinguish between homophones and near homophones Add suffixes –ment, -ness, –ful, -less, -ly Apply spelling rules Write from memory simple sentences dictated by the teacher that include words using the GPC, common exception words and punctuation taught so far. 	<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 un joined 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. 	<ul style="list-style-type: none"> Uses sentences with different forms: statement, question, exclamation, command. Language patterns from familiar stories may be incorporated into narrative. Texts are organised according to their purpose. Texts are structured in sections (beginning, middle, end) Writes about real events. Writes poetry. Writes for different purposes. Write narratives about personal experiences and those of others Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary, Encapsulate what they want to say, sentence by sentence. 	<ul style="list-style-type: none"> Makes simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> Re-reading to check that their writing makes sense. Re-reading to check that tense is used correctly and consistently. (Sometimes with an adult) Proof reads longer pieces of work to check for errors in spelling, grammar and punctuation (eg ends of sentences punctuated correctly) Evaluate writing with the teacher and other pupils Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Uses subordinating (when, if that, because) and coordinating conjunctions (or, and, but). Uses the present and past tenses correctly and consistently, including the progressive form Uses expanded noun phrases to describe and specify (eg the blue butterfly) Adverbs/ adverbials are used to help sequence events and information. Adjectives, adverbs and expanded nouns are used to add detail and specify. Range of words used –including ambitious or technical vocab used. 	<ul style="list-style-type: none"> Can use commas for lists, full stops, capital letters, exclamation marks and question marks. Apostrophes for contracted forms and the possessive (singular) Capital letters are used for the personal pronoun 'I' and for most proper nouns. Uses sentences with different forms and correct punctuation: statement, question, exclamation, command. Can use familiar and new punctuation correctly, including commas for lists, apostrophes for contracted forms and the possessive singular. Apostrophes are used to mark contractions. Can use singular apostrophe for possession.



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Spoken Language

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| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 debate • 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. |
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Genre Overview

Fiction	Non Fiction
Each half term the class will focus on a different narrative. Over the year, they will encounter narrative from a range of different genres.	