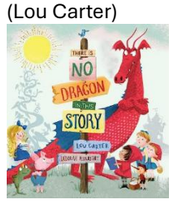
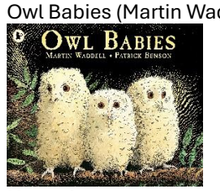
Bingham Primary School - Year 2 English Sequence

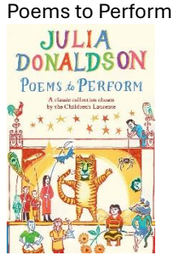
<table>
<tr><td></td><td colspan="2">Autumn Term
Non- negotiables – these are what adults MUST check during the lesson:
Pencil grip
Seating position ready to write
All words have appropriately sized spaces between them
Caps and full stops
Consistently use a capital letter for people’s names including their own
Know what a question is
Use a question mark consistently correctly when needed.</td><td colspan="2">Spring Term
Non-negotiables from Term 1. All these aspects will be corrected by adults:
Basic sentence punctuation – full stop, question mark, exclamation mark and all forms of capital letter.
Use the correct tense and keep it consistent in the passage of writing.</td><td colspan="2">Summer Term
Non-negotiables from Term 1. All these aspects will be corrected by adults:</td></tr>
<tr><td>NC Terminology for pupils</td><td colspan="6">Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</td></tr>
<tr><td>Overview</td>
<td>Autumn 1

There is no dragon in this story (Lou Carter)


Introduced as final teaching sequence of Year 1
Narrative
Outcomes: story retell beginning, middle end with key events and description with expanded noun phrase.
Extension: short write ‘There is no _____ in this story’

Owl Babies (Martin Waddell)


Narrative
Outcomes: story retell beginning, middle end with key events.
Create as a mini-A5 book.

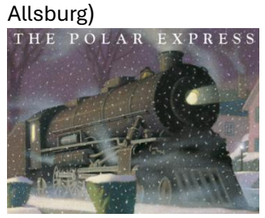
Poems to Perform (Julia Donaldson)


Poetry
Outcomes:
1. Rhyming poetry.</td>
<td>Autumn 2

Adventures are the Pits - 2011 Animated Short Film - YouTube

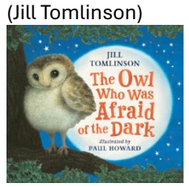
Narrative
Outcomes: Sequencing narrative.

Non-fiction
Outcomes: party invitation

The Polar Express (Chris Van Allsburg)


Narrative
Outcomes: setting description

Non-fiction
Outcomes: instructional writing for how to make a hot chocolate</td>
<td>Spring 1

The Owl who was afraid of the dark (Jill Tomlinson)


Narrative
Outcomes: Write a new chapter using sentence stem from other chapters: Dark is _____

Non-fiction (non-chronological report)
Outcome: writing about types of owls by compiling as fact file posters
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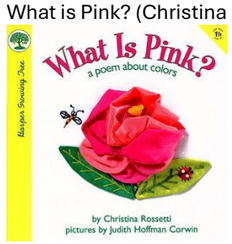
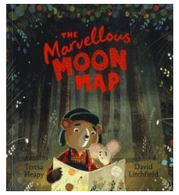
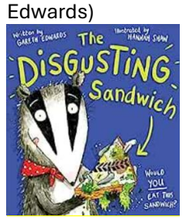
What is Pink? (Christina Rosetti)


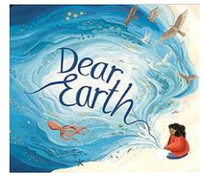
Poetry
Outcomes: Composing own colour poetry in the style of What is Pink? Create a class poetry anthology to share with others.</td>
<td>Spring 2

The Marvellous Moon Map (Teresa Heapy)


Narrative with integration of instructions
Outcomes: Create own story map - focus on planning and orally retelling.
Create a set of simple instructions based on model text at back of book.

The Disgusting Sandwich (Gareth Edwards)


Narrative -use as inspiration for descriptive writing
Outcomes: Write a descriptive piece of writing for own disgusting sandwich</td>
<td>Summer 1

Dear Earth (Isabel Otter)


First person letter writing within narrative
Outcomes: simple letter writing in the style of the book to share thoughts
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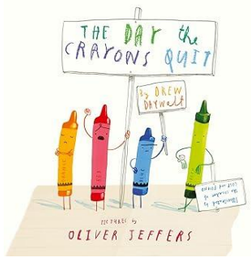
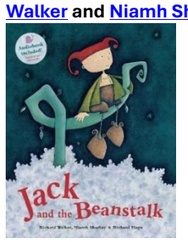
Write about real events
Recount
Outcomes: write a recount of geography trip to Sherwood Forest</td>
<td>Summer 2
The aim of this term is to reinforce and practice all the learning from the previous terms to develop fluency and confidence in transcription.

The Day the Crayons Quit (Oliver Jeffers)


Persuasion
Outcomes: letter writing in the style of the book. First person writing as a coloured crayon (colours used in book or different colour).

Jack and the Beanstalk (Richard Walker and Niamh Sharkey)


Narrative
Outcomes: story retell beginning, middle end with key events and description with expanded noun phrase.

Inside the Villains (Clotilde Perrin)</td></tr>
</table>

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	2. Performance poetry.					 **Fact file** **Outcomes:** write a fact file for self (template based on ALL ABOUT ME page in the book.
	1. Engage with a stimulus	2. Examine real life and model texts of that genre	3. Learn the features of and language type of the genre	4. Practice the composite aspects of the text (such as intro, middle, conclusion)	5. Plan effectively	6. Complete an extended piece of writing drawing on modelling and real-life examples	7. Edit the writing based on previous learning and feedback	8. Publish a final piece
Week 1	GPS – revise what is a noun? from Y1.	GPS – Revise noun work from Term 1. Revise tense – make decisions about whether a set of sentences take place in the present or past using the tense choice.	GPS – Revise – what is a verb from Y1. Identify the location of verbs in a sentence.	GPS – Revise co-ordination.	GPS – revise types of words in sentences – pick out nouns, adjectives, verbs and adverbs.	GPS – revision from Summer 1.
	Transcription – Practice writing simple connected sentences that contain nouns.	Transcription – practice writing a simple series of linked sentences using expanded noun phrases linked to the text and genre.	Transcription – collect a bank of useful and imaginative verbs linked to the genre/theme. Create sentences to use the verbs appropriately. Link and join with and (revise from Y1). Practice 'and' joined sentences.	Transcription - Use some expanded noun phrases to make clauses and join with co-ordinating conjunctions. Link these sentences with the theme/genre.	Transcription – write a set of linked sentences include those with both co-ordinating and subordinating conjunctions.	Transcription – write a correctly punctuated sentence when given the specified type.
Week 2	GPS – What is a phrase? A group of two or more words that express a single idea but do not form a complete sentence. Introduce the concept of a noun phrase. Model how you can add more detail to the noun by adding initially one adjective.	GPS – what is compounding – using nouns?	GPS – introduce co-ordination – the joining of 2 clauses to make a sentence. Collect useful yet simple joining words.	GPS – revise co-ordination and introduce subordination. the method of connecting two separate sentences or parts of a sentence together in a way which highlights that one part is more important than the other. This is done using a subordinating conjunction, such as 'when', 'if' and 'because'.	GPS - revise apostrophes for missing letters in spellings. Make sure pupils know visually how to place on the page and size in relation to other letters.	GPS – introduce commas for a list in writing a sentence and the last item is added with 'and'. Create groups of contextually linked nouns i.e. farmyard, supermarket, kitchen etc.
	Transcription – write a set of sentences that have an expanded noun phrase, following a template pattern i.e. My pet cat is a …. Cat. My pet cat is a …. Cat etc.	Transcription – collect a group of compounded nouns and use some to make simple sentences. These may not be linked.	Transcription – Use the bank of co-ordinating conjunctions to create sentences that have joined clauses.	Transcription - Transcription – Practice using subordinating conjunctions to join two clauses.	Transcription – write a set of questions about the text/genre – that includes contractions.	Transcription – put the lists of nouns into simple sentences that unpick the context i.e. 'when I go to the farm I will see pigs, sheep, chickens and goats.'
Week 3	GPS – identify the use of expanded noun phrases in shared text.	GPS – Revise what is an adjective from Y1. Sort words into nouns and adjectives with increased confidence and accuracy.	GPS – practice identifying the parts of sentences that have been learned so far, nouns, noun phrases, adjectives, verbs and no co-ordinating conjunctions. Encourage pupils to recognise these in the sentences that they read and the sentences that they write.	GPS – revise subordination. Identify good examples from shared text.	GPS – Introduce the use of apostrophes to show singular possession. *When you want to show that something belongs to that person or thing, you add a possessive apostrophe and an 's'*	GPS – Revise using apostrophes for contraction and possession.
	Transcription – write a set of linked sentences that use expanded noun phrases.	Transcription – find and collect adjectives related to the theme/genre. Practice/revise writing in the past tense a series of linked sentences. Add	Transcription – Practice Use the bank of co-ordinating conjunctions to create sentences that have joined clauses.	Transcription – Practice using subordinating conjunctions to join two clauses.	Transcription – write a set of non-chronological sentences that require the use of apostrophe.	Transcription – practice sentences containing lists in a wider passage of writing.
Week 4	GPS – revise and practice expanded noun phrases. Introduce the concept of writing in the present and the past tense.	GPS – what is a suffix? suffixes 'er' and 'est'	GPS - practice identifying the parts of sentences that have been learned so far, nouns, noun phrases, adjectives, verbs and no co-ordinating conjunctions. Encourage pupils to recognise these in	GPS – focus on 'because' sentences, A simple sentence can be stretched with 'because' to give a reason to the first idea.	GPS – collect nouns and turn them into singular possessive nouns i.e dog into dog's, and state what they possess i.e. the dog's nose. Make a simple noun phrase – the dog's nose	GPS – teacher uses assessment of work through the year to revisit aspects of grammar that need revisiting before the pupils move to Y3.

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			the sentences that they read and the sentences that they write.	Joining the first idea with 'because' forms a second idea that is subordinate to the first.		
	Transcription - write a set of linked sentences that use expanded noun phrases. These should consciously be in the past tense.	Transcription – write a set of comparative sentences using the suffixes.	Transcription - Practice Use the bank of co-ordinating conjunctions to create sentences that have joined clauses.	Transcription –Write a set of 'because' sentences. Make sure that 'because' always begins the second idea so that pupils can hear that the idea does not make complete sense by itself.	Transcription – use the collected noun phrses to make simple sentences – i.e. The dog's nose is wet and cold.	Transcription - pupils will create a series of linked sentences that practice grammatical features and sentence types.
Week 5	GPS - revise and practice expanded noun phrases	GPS - formation of adjectives using suffixes 'ful' and 'less'. i.e. hurtful. Painless, harmless etc.	GPS – what is an adverb? *(a word that describes a verb (an action or a doing word)* Pupils understand that adding 'ly' to some adjectives can turn them into adverbs which are simply adjectives that describe a verb.	GPS – collect 'because' statements for the second half of a sentence. i.e. '…… because it was too hot!' '…… because it was her birthday'	GPS – Reminder of subordinating 'because' sentences.	GPS - teacher uses assessment of work through the year to revisit aspects of grammar that need revisiting before the pupils move to Y3.
	Transcription - write a set of linked sentences that use expanded noun phrases. Focus on the tense that is being written in – make a conscious tense decision and select the correct vocabulary.	Transcription - use the formed adjectives in a range of sentences including questions.	Transcription – Write a set of sentences where pupil identify the verb and think of words that can describe them.	Transcription – practice writing 'because' sentences – to explain ideas and expand meaning. Use the bank of because endings and create a beginning. Then make own.	Transcription – use the sentences from last week to expand into subordinating sentences. i.e. The dog's nose is cold and wet because he has been outside in the rain.	Transcription – pupils will create a series of linked sentences that practice grammatical features and sentence types.
Week 6	GPS – formation of nouns using suffixes - using suffixes such as –ness, –er (*When you add "-ness" to an adjective, it becomes a noun. The suffix "-ness" means "state : condition : quality" and is used with an adjective to say something about the state, condition, or quality of being that adjective.)*	GPS – revisit grammar learning from this term. Create modelled sentences that include them. can pupils spot the grammatical features in printed sentences?	GPS - revisit grammar learning from this term. Create modelled sentences that include them. can pupils spot the grammatical features in printed sentences?	GPS - introduce the term 'apostrophe' and where it is used to show where a letter is missing in a spelling.	GPS – introduce four types of sentence (statement, question, command and exclamation).	GPS - teacher uses assessment of work through the year to revisit aspects of grammar that need revisiting before the pupils move to Y3.
	Transcription – practice making sentences using expanded noun phrases, linked to the theme/genre.	Transcription - Transcription – use the range of sentence structures including expanded noun phrases to build a piece of linked, chronological sentences to form a passage that links to the genre.	Transcription - Write a set of linked sentences in a narrative matching the genre where pupil identify the verb and think of words that can describe them.	Transcription - write a series of linked sentences that include words that have apostrophes. Make sure they are transcribed correctly.	Transcription – use the context of the shared text and genre to explain key aspects of the narrative – i.e. 'The boy's clothes were dirty because he had been playing football'.	Transcription - pupils will create a series of linked sentences that practice grammatical features and sentence types.
Assessment	GATEKEEPER ASSESSMENT Do children know how to: - Use an expanded noun phrase. - Write in past tense. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know to: - Use 'ful' suffix. - Use 'less' suffix. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use co-ordinating conjunctions. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use subordinating conjunctions. - Use apostrophes for omission. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Identify word class. - Identify the type of sentence. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use commas in a list. - Identify type of apostrophe.

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Little Wandle Spelling

Autumn 1: Phase 5 review

Autumn 1	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.
**'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

Autumn 2: Bridge to spelling

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Spring and Summer: Spelling units

Term		Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	*Review*	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
	Week 5	7	Why do some words end -le, -al, -il or -el?	*Review*	to/too/two

Term		Unit	Coverage	Prickly spellings	Homophones
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
	Week 4				
	Week 5	11	How can I show missing letters in a word?	*Review*	there/their/ they're
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
	Week 2				
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	*Review*	blue/blew
	Week 5				

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Little Wandle Handwriting	Unit 1: Diagonal joins from the baseline to short letters	Unit 2: Diagonal joins from the baseline to tall letters Unit 3: Diagonal joins from the baseline to curly letters	Unit 3: Diagonal joins from the baseline to curly letters Unit 4: Horizontal joins from the mid-line to short letters	Unit 5: Horizontal joins from the mid-line to tall letters Unit 6: Horizontal joins from the mid-line to curly letters	Unit 7: Punctuation Unit 8: Days of the week Unit 9: Months of the year Unit 10: Word families	Unit 10: Word families