

**English Steps in Learning**

*\* To be read alongside the long term text overview and medium term plans*

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken Language	I can ask question to get more information and clarify meaning. I can talk in complete sentences. I can decide when I need to use specific vocabulary. I can take turns when talking in pairs or a small group.			I am aware that formal and informal situations require different language (beginning). I can retell a story using narrative language and linking words and phrases. I can hold the attention of people I am speaking to by adapting the way I talk. I understand how to speak for different purposes and audiences (beginning). I can perform a simple poem from memory.		
Phonics/ Spelling	I can segment spoken words into phonemes spelling many correctly and making phonetically plausible attempts at others. I can learn new ways of spelling phonemes for which one or more spellings are already known, including homophones. I can spell common exception words. I can learn to spell more words with contracted forms.			I can use apostrophe for possession (singular) e.g. the girl's book. I can add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly Applies spelling rules as listed in English appendix. I can distinguish between homophones and near homophones. I can write from memory simple sentences dictated by the teacher that include words using common exception words and GPCs taught so far.		
	Review Choose to Use, including polysyllabic words. (Review alternative spellings for ai, ee, ie, oa, oo using GPC chart)  Homophones  Strategies for learning words  Strategies at the point of writing  common exception words  Proofreading  /aɪ/ (igh) spelt 'i' in common exception words	Common exception words and personal words  Review Phase 5 Choose to Use that are not secure (Review alternative spellings using GPC chart)  Homophones  /dʒ/ (j) sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'  /s/ sound spelt 'c' before 'e', 'i' and 'y'  /n/ sound spelt 'kn' and 'gn' at the beginning of words	/aɪ/ (igh) sound spelt 'y'  common exception words and high-frequency words  Contractions  /l/ (l) or /əl/ sound spelt '-le' at the end of words and following a consonant  Proofreading  Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it  /i:/ (i) sound spelt 'ey'  Homophones and near homophones  /r/ sound spelt 'wr'  Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	/ə/ (o) spelt 'a' after 'w' and 'qu'  /ʒ/ (zh) spelt 's', segmentation and syllable clapping  Homophones  Adding '-es' to nouns and verbs ending in 'y'  Strategies for learning words  The possessive apostrophe (singular nouns)  Adding suffixes '-ful', '-less' and '-ly'  Contractions  Words ending '-tion'	The /l/ or /əl/ sound spelt '-el' at the end of words  Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'  <b>The /ɔ:/ (or) sound spelt 'a' before 'l' and 'll'</b>  The /ɔ:/ (or) sound spelt 'ar' after 'w'  Suffixes '-ment' and '-ness'  The /ɜ:/ sound spelt 'or' after 'w'  The possessive apostrophe (singular nouns)  The /l/ or /əl/ sound spelt '-al' at the end of words  Common exception words	Consolidation & review of spellings and concepts that pupils need to secure  Homophones  /ʌ/ (u) sound spelt 'o'  /l/ or /əl/ sounds spelt 'il' at the end of words  Revision
Reading (Decoding)	I can sound through a new word and blend the sounds to read the word. (using the GPCs taught) I can read words containing common suffixes: -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y I can read most words I have seen before fluently without stopping to sound them through and blend them. (high frequency words) I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I can use alternative sounds for graphemes when reading. (Switch it Mitch)			I can sound through longer words and blend the sounds to read the whole word. ( <i>polysyllabic</i> ) I can read tricky words I have been taught and spot the tricky bits inside them. I can read a new book my teacher chooses, sounding out and blending new words as I go without needing help. I can re-read books to become more fluent and confident. I can read longer and less familiar texts independently.		
Reading (Comprehension)	I am developing a love of reading and show this by reading regularly. I listen to, discuss and read or hear a wide variety of texts including: classic and contemporary poems, stories and non-fiction.			<b>V - I can say my favourite words, phrases or sentences from what I have heard or read and explain why I like them.</b> Identify, discuss and collect favourite words and phrases, e.g. make lists of words according to word class (nouns, verbs, adjectives and		

I can learn a poem by heart and perform it to others with expression. (Build up my repertoire of poems)  
 I can spot repeated sayings and phrases in stories and poems and join in with them.  
 I can explain what new words might mean by thinking of words I already know. (V)  
 I can understand a new book I hear or read by using what I already know and the background information and meanings of new words my teacher explains to me.  
 I can listen to myself read, check that my reading makes sense and go back to the right place to correct any mistakes I make.  
 I can answer questions about what I have heard or read and think of questions I want to ask.  
 I can talk to others about what we have read or heard, taking turns and listening to other people's ideas  
 I can find my way through non-fiction texts that are organised and laid out in many different ways.  
 I can talk about what I have heard or read, explaining what I have learned and what I have worked out for myself.

adverbs). Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.  
 I – I can work out things the writer is hinting at using what they have already told the reader. I can make inferences based on what is said and done. Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because... Refer to specific evidence from the text e.g. what do you think the character is feeling when...? What makes you think this?  
 P- I can say what I think is going to happen next in what I have heard or read based on what has happened so far. Make predictions based on what has been read so far and give reasons.  
 E- Recognise the use of repetitive language within a text or poem (e.g.run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).  
 R- Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions.  
 S- I can put events in a story I have heard or read in the right order and explain how one thing led to the next. Discuss the main events in stories and sequence using language such as First of all..., Moments later..., After a while..., Finally.... Use their own story maps to orally retell a wider range of stories, fairy tales and traditional tales to different audiences.

**Writing (Features of Writing)**

I can write narratives (real and fictional), write about real events, write poetry and write for different purposes.  
 I can write sentences with different forms: statements, questions, exclamations and commands.  
 I can use expanded noun phrases (adjectives).  
 I can use adverbs in my writing.  
 I am building a positive attitude towards writing and my stamina.  
 I can reread my writing to check it makes sense and edit checking for errors in spelling, punctuation and grammar.

I can use the past and present tense correctly and consistently including the progressive form.  
 I can use subordinating (when, if, that, because) and co-ordinating conjunctions (or, and, but).  
 I can use the grammar in the English Appendix. (See your knowledge organiser)  
 I can use some features of standard English.  
 I can consider what I am going to write before beginning by:  
 - Planning or saying aloud what I am going to write about  
 - Writing down ideas and/or key words, including new vocabulary

**Writing (Punctuation)**

I remember to use capital letters and full stops in most of my sentences.  
 I use question marks accurately (when required).  
 I can use exclamation marks for effect.

I can use commas in lists.  
 With support, I can use apostrophes for contracted forms.  
 I am starting to use apostrophes for singular possession.

**Writing (Handwriting)**

I can form lower case letters of the correct size relative to one another.  
 I am beginning to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other are best left unjoined.

I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.  
 I use spaces between words that reflects the size of the letters.

Type of Join	used to join:	to these letters:	And to these tricky letters
Diagonal Joins (the most common letter join formed from the baseline)	a, b, c, d, e, h, i, k, l, m, n, p, q, s, t, u, x, z	b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	(Where the letter is formed in an anti-clockwise movement) a, c, d, g, o, q, s

Link to phonics order to introduce – (use word lists around sounds)  
 ch, th, ee, ai, ay, ie, ue, ew, ir, ur, aw, ph,

Type of Join	used to join:	to these letters:	And to these tricky letters
Horizontal Joins (formed from the top of the letter) - no ascender - with ascender	o, r, w, v	b, e, f, w, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	(Where the letter is formed in an anti-clockwise movement) a, c, d, g, o, q, s

Link to Supersonic phonics order to introduce – (use word lists around sounds) oe, oi, oy,

Type of Join	used to join:	to these letters:	And to these tricky letters
Descender Joins (Formed from the loop of a descender)	f, g, j, y,	b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	(Where the letter is formed in an anti-clockwise movement) a, c, d, g, o, q, s