

Year Two English Curriculum

Knowledge progression	Grammar	Punctuation	Text and composition	Spelling	Handwriting
Autumn	• Revision of Year One. • Understand that simple sentences contain a noun/verb and convey 'one idea'. • Be able to identify simple nouns and verbs in sentences. • Write their own simple sentences correctly understanding that it must contain a capital letter and full stop. • Use the correct tense. • Use expanded noun phrases for description and specification (e.g. the blue	• Revision from Year One. • Capital letters and full stops used for sentences most of the time. • Use capital letters for names, days of the week and for the personal pronoun I. • Begin to use question marks and exclamation marks.	• Revision of year One. • Write a simple narrative recount independently with some connectives other than and or then (even if the punctuation is not always accurate). • With support use some features of different text types. • Begin to use some conjunctions to join ideas together. Year Two. • Consider what they are going to write before beginning by rehearsing what they want	• Revision of words using taught diagraphs/trigraphs e.g. 'ai', 'ay', 'oi', 'oy', 'ee', 'oo', 'ea', 'air', 'igh', 'ear', 'ew', 'ue' 'air', 'igh', 'ear' • Revision of words using taught split diagraphs e.g. 'a-e', 'e-e', 'i-e', 'o-e', 'u-e' • Division of words into syllables • Common exception words. • Revision of adding suffixes e.g. -ing, as in hunting, buzzing, jumping -ed, as in hunted, buzzed, jumped – -er and -est to adjectives, as in grander, grandest Including the rule – double the consonant after a short vowel sound e.g. patting, digging • ge/dge sound	Revision of Year one: • Sit correctly at a table, holding a pencil comfortably and correctly • Be able to trace patterns. • Form most lower-case letters correctly. Forming single letters with the woosh. c o a d g q e s f i l t u y j k r n m h b p v w x z • Forming capital letters correctly ensuring they are bigger than other letters.

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	butterfly, plain flour, the man in the moon).		to say, sentence by sentence.	• /s/ spelt with a soft c after e,i,y • /n/ spelt kn and gn • /o/ sound in mother an brother 'ew' and 'ue', as in new, blue	
Spring	• Write sentences with different forms: statement, question, exclamation, command. • Use some co ordinating conjunctions (or, and, but)	• Use question marks and exclamation marks to demarcate sentences. • Use commas to separate items in a list. • Use apostrophes for contractions.	• Consider what they are going to write before beginning by planning/saying out loud what they are going to write. • Begin to use cohesive devices to link ideas between sentences. to	• /r/ sound spelt wr • Words ending in 'il' eg. Pencil, fossil, nostril • /i/ spelt y • /ey/ as in donkey • Drop the y and add ies • Homophones • Common exception words.	• Introduction of the handwriting joins. • First join; un um ig id ed eg an or ing ung • Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk •

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	• Use some subordinating conjunctions (when, if, that, because). • Use present and past tense mostly correctly. • Begin to use a range of adverbs of manner e.g. quickly, slowly. • Use well chosen adjectives.		explain (e.g. because, as). to order (e.g. next, then, after). use of nouns and pronouns (e.g. he, she, it) • Vary the way sentences begin. • Make simple additions, revisions and corrections to their own writing with the teacher and other pupils.	• Contractions • 'el' or 'le' or 'al' at the end of words	• Practise capital letters with no joins.
Summer	• Begin to use a range of prepositions e.g. next to, inside, on top of. • Begin to understand that when they use a co-ordinating conjunction: and, but, or,	• Use apostrophes for possession. • Use a range of punctuation accurately e.g. full stops, commas, question marks and exclamation marks in a	• Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing Produce longer	• Common exception words • Homophones • Contractions • /a/ after qu and w e.g. squash and was • /s/ as in television • the possessive apostrophe (singular nouns) Add suffixes	• Introduction of the handwriting joins • Third join; od pg re ve oon oom Fourth join; wl vl of ff fl flo • Practise the break letter x Use spacing between

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	yet, so - to join two main clauses that they are writing a compound sentence. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Correct choice and consistent use of present tense and past tense throughout a longer piece of writing. • Begin to use similes when describing.	piece of writing.	pieces of writing. • Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense. • Begin to group related information.	including ment, -ness, -ful, -less, -ly • 'tion' as in friction and motion	words that reflects the size of the letters
Key terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma					
Performance: • Read aloud his/her writing clearly enough to be heard by the group and the teacher					

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- Recite some rhyme and traditional poems by heart. Recite individually and begin to use appropriate tone and pace.

Other guidance: During the beginning of Year Two, children can orally 'rehearse' their sentences ahead of writing independently and show evidence of applying their knowledge of language and its structures gained from reading. Their independent writing demonstrates the ability to punctuate simple sentences and to use spelling strategies drawn from their growing phonic knowledge and skills, and sight vocabulary. During Year Two children will increasingly develop their ability to control their writing. They will learn more about the ways in which words and sentence structure can be extended, manipulated and linked in specific ways to suit context, purpose and audience. They will also learn how the use of planning devices can support the development of more extended pieces of writing in which ideas can be linked coherently. Children should be given ample opportunity to read their writing aloud and discuss its effectiveness with other pupils.