



# Year 2 English Scheme of Work

Summer 2							
Genre	Week	National Curriculum	Link to English Planning tools	Lesson Overview	Writing focus	Punctuation and grammar	Spelling
Narrative	1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-listen and respond appropriately to adults and their peers</li> <li>-ask relevant questions to extend their understanding and knowledge</li> <li>-use relevant strategies to build their vocabulary</li> <li>-participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p>1 - Hook and Cold task            2 - Analyse model text            3 - Analyse model text            4- Talk for writing            5- TRIP DAY</p>	<p><b>Consolidate year 1 list</b>  <b><u>Sentence Construction</u></b>  <b>-‘ly’ openers</b>            e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b>  <b>adjectives</b> e.g. The boys peeped inside the dark cave.</p> <p><b>adverbs</b> e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of compound sentences (Coordination)</b>            using connectives:            and/ or / but / so            (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination)</b></p> <p><b>Expanded noun phrases</b>            e.g. <i>lots of people, plenty of food</i></p>	<p><b>The suffixes –ment, –ness, –ful , –less and –ly</b>            If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.            Exceptions:            (1) argument            (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.            enjoyment, sadness, careful, playful, hopeless,</p>	<p>Identify statements, questions, exclamations, commands, -‘ly’ openers</p> <p>Adverbs, compound sentences, complex sentences, expanded noun phrases, list of 3 for description, similes, the consistent use of present tense versus past tense throughout texts, commas, apostrophes to mark contracted forms in spelling in model text.</p>	<p><b>The suffix –ment,</b>            If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions:            (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.            enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</p>



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				<p><b>List of 3 for description</b> e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p> <p><b><u>Word Structure/ Language</u></b> <b>Two adjectives to describe the noun</b> e.g.</p> <p><i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g. <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i></p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts.</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress e.g. <i>she is drumming, he was shouting</i></p>	plainness (plain + ness), badly merriment, happiness, plentiful, penniless, hap		
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				<p><b>Punctuation</b> <b>Demarcate sentences:</b> Capital letters Full stops <b>Commas</b> to separate items in a list <b>Comma</b> after -ly Opener e.g. Fortunately, Slowly.</p>			
Narrative	2	<p>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</p> <p>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</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: - 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)</p>	<p>6 - Planning (Boxing clever) 7 – Planning (Box it up) 8 – Modelling (Opening, where and Who) 9 - Modelling (Where next? Problem) 10 – Modelling (Who helps?)</p>	<p>6 – Children to use photos from the trip to the beach to plan a story using boxing clever. Lessons 7 – 11 Children to write their stories using their boxing clever plan from the day before. CT to model using all of the features found in the model text and checklist.</p>	<p>To be able to plan and write a recount with support.</p>	<p><b>Consolidate year 1 list</b> <b>Sentence Construction</b> <b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>-‘ly’ openers</b> e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers</b> to sentences <b>Embellished simple sentences using:</b> <b>adjectives</b> e.g. The boys peeped inside the dark cave. <b>adverbs</b> e.g. Tom ran quickly down the hill.</p>	<p><b>The suffixes, –ness</b> If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</p>



## Year 2 English Scheme of Work

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English .

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

### Secure use of compound sentences (Coordination)

using connectives:  
and/ or / but / so  
(coordinating conjunctions)

### Complex sentences (Subordination) using:

**Drop in a relative clause: who/which** e.g.

*Sam, **who** was lost, sat down and cried.*

*The Vikings, **who** came from*

*Scandinavia, invaded Scotland.*

*The Fire of London, **which** started in Pudding Lane, spread quickly.*

### Expanded noun phrases

e.g. *lots of people, plenty of food*

### List of 3 for description

e.g. *He wore old shoes, a dark cloak and a red hat.*  
*African elephants have long trunks, curly tusks and large ears.*



## Year 2 English Scheme of Work

### Word Structure/ Language

**Similes** using...like... e.g.  
*... like sizzling sausages*  
*...hot like a fire*

**Two adjectives to describe the noun** e.g.  
*The scary, old woman...*  
*Squirrels have long, bushy tails.*

**Adverbs for description**  
e.g.  
*Snow fell gently and covered the cottage in the wood.*

**Adverbs for information**  
e.g.  
*Lift the pot carefully onto the tray. The river quickly flooded the town.*

The consistent use of **present tense** versus **past tense** throughout texts.

Use of the **continuous** form of **verbs** in the **present** and **past** tense to mark actions in progress



# Year 2 English Scheme of Work

						<p>e.g. <i>she is drumming, he was shouting</i></p> <p><b><u>Punctuation</u></b>  <b>Demarcate sentences:</b>          Capital letters          Full stops          Question marks          Exclamation marks</p> <p><b>Commas</b> to separate items in a list  <b>Comma</b> after –ly          Opener e.g. Fortunately, Slowly..</p> <p><b>Apostrophes to mark contracted forms in spelling</b>          e.g. don't, can't</p> <p><b>Apostrophes to mark singular possession</b> e.g. the cat's name</p>	
Narrative	3	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	11 - Modelling (Who helps? Resolution of the problem /Where last? Conclusion	Lessons 7 – 11 Children to write their stories using their boxing clever plan from the day before. CT to model using all of the features found in the model text and checklist.	To be able to plan and write a recount independentl	<p><b>Consolidate year 1 list</b></p> <p><b><u>Sentence Construction</u></b>  <b>Types of sentences:</b>          Statements          Questions</p>	<p><b>The suffixes –ful , –less</b>          If a suffix starts with a consonant letter, it is added straight on to most root</p>



# Year 2 English Scheme of Work

	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- 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)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>-sentences with different forms: statement, question, exclamation, command</li> <li>-expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>-subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>-the grammar for year 2 in English Appendix 2</li> <li>-some features of written Standard English.</li> </ul>	<p>and feelings)</p> <p>12 – Edit and improving /peer assessment</p> <p>13 – Plan hot task (T4W)</p> <p>14 – Plan hot task</p> <p>15 – Write hot task</p>	<p>12 – Ch to get stories ready for class story book by using teacher comments and deep mark from previous day, checklist and verbal feedback to edit and improve their shared write.</p> <p>13 – Introduce new stimulus similar to the shared write. Instead of the narrative being based a real class and their teacher present the children with the class from “Finding Nemo” Children to have images, charcters, etc to choose from. Ch to plan their hot task using boxing clever and orally rehearsing their story.</p> <p>14 – Ch to add more detail to their plan from previous day.</p> <p>15 – Ch to use their plans and checklist to write a narrative independently.</p>	<p>y.</p>	<p>Exclamations Commands</p> <p><b>-‘ly’ openers</b> e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b></p> <p><b>adjectives</b> e.g. The boys peeped inside the dark cave.</p> <p><b>adverbs</b> e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: and/ or / but / so (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b></p> <p><b>Drop in a relative clause: who/which</b> e.g. <i>Sam, who was lost, sat down and cried.</i> <i>The Vikings, who came</i></p>	<p>words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</p>
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## Year 2 English Scheme of Work

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

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]

from  
*Scandinavia, invaded  
Scotland.*

*The Fire of London, **which**  
started in Pudding Lane,  
spread quickly.*

**Expanded noun phrases**  
e.g. *lots of people, plenty of  
food*

**List of 3 for description**  
e.g. *He wore old shoes, a  
dark cloak and a red hat.  
African elephants have long  
trunks,  
curly tusks and large ears.*

### Word Structure/ Language

**Similes** using...like... e.g.  
*... like sizzling sausages  
...hot like a fire*

**Two adjectives to  
describe the noun** e.g.  
*The scary, old woman...  
Squirrels have long, bushy  
tails.*

**Adverbs for description**  
e.g.  
*Snow fell gently and  
covered the cottage in the*



## Year 2 English Scheme of Work

					<p>wood.</p> <p><b>Adverbs for information</b> e.g. <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i></p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts.</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress e.g. <i>she is drumming, he was shouting</i></p> <p><b><u>Punctuation</u></b> <b>Demarcate sentences:</b> Capital letters Full stops Question marks Exclamation marks</p> <p><b>Commas</b> to separate items in a list <b>Comma</b> after -ly <b>Opener</b> e.g.</p>	
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# Year 2 English Scheme of Work

						<p>Fortunately, Slowly..</p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. don't, can't</p> <p><b>Apostrophes to mark singular possession</b> e.g. the cat's name</p>	
Recou nt	4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-listen and respond appropriately to adults and their peers</li> <li>-ask relevant questions to extend their understanding and knowledge</li> <li>-use relevant strategies to build their vocabulary</li> </ul> <p>participate in discussions, presentations, performances, role play, improvisations</p>	<p>1 – Hook and cold task</p> <p>2 – Analyse model text</p> <p>3- Analyse model text</p> <p>4- Talk for writing</p> <p>5 – Talk for writing/ plan shared write</p>	<p>1 – Ch to write cold task about their trip to Warwick Castle.</p> <p>2 – Children to sort model text into chronological order. Ch to analyse texts finding features of a recount.</p> <p>3 – Ch to compare recounts – work on editing and improving skills.</p> <p>4 – Have short movie session with popcorn. Show ch the photos and videos from the trip. Give them to draw it using success sheet 2 adding as much detail as possible.</p> <p>5 – Ch to use their plans from the day before. Ch to orally recount the trip and add captions, labels, key vocabulary etc to their plans.</p>	<p>To discuss the features and vocabulary of a persuasive text.</p>	<p>Identify <b>'-ly' openers, adverbs, embellished simple sentences using, adjectives, compound sentences (coordination), complex sentences (subordination), expanded noun phrases, list of 3 for description, adverbs for description, adverbs for information</b> in the model text.</p>	<p><b>Contractions</b></p> <p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive. can't, didn't, hasn't, couldn't, it's, I'll <b>The possessive apostrophe</b> (singular nouns) Megan's, Ravi's, the girl's, the child's, the man's</p>



# Year 2 English Scheme of Work

-	5	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>-writing about real event</li> <li>-writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>-planning or saying out loud what they are going to write about</li> <li>-writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- 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)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>-sentences with different forms: statement, question, exclamation, command</li> <li>-expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- the present and past tenses correctly and consistently including</li> </ul>	<p>6- Model (Title and overview paragraph)</p> <p>7- Model (Before we went)</p> <p>8- Model (Events)</p> <p>9- Model (Events)</p> <p>10- Model (Round up)</p>	<p>Lessons 6 – 10 Children to use their plans (success sheet 2) to write their recount. CT to model using plan, Alan Peat sentences, checklist etc to write a recount about the trip to the beach.</p>	<p>To be able to plan and write a persuasive text with support.</p>	<p><b>Consolidate year 1 list</b>  <b><u>Sentence Construction</u></b>  <b>-‘ly’ openers</b>          e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers to sentences</b></p> <p><b>Embellished simple sentences using:</b>  <b>adjectives</b> e.g. The boys peeped inside the dark cave.  <b>adverbs</b> e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives:          and/ or / but / so          (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination)</b></p> <p><b>Expanded noun phrases</b>          e.g. <i>lots of people,</i></p>	<p><b>The suffix –ly</b>          If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, hap</p>
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## Year 2 English Scheme of Work

the progressive form  
-subordination (using when, if, that,  
or because) and co-ordination (using  
or, and, or but)

*plenty of food*

**List of 3 for  
description**

*e.g. He wore old shoes,  
a dark cloak and a red  
hat.*

*African elephants have  
long trunks,  
curly tusks and large  
ears.*

**Word Structure/  
Language**

**Two adjectives to  
describe the noun** e.g.  
*The scary, old woman...*  
*Squirrels have long,  
bushy  
tails.*

**Adverbs for  
description** e.g.  
*Snow fell gently and  
covered the cottage in  
the wood.*

**Adverbs for  
information** e.g.  
*Lift the pot carefully onto  
the tray. The river  
quickly flooded  
the town.*

The consistent use of



## Year 2 English Scheme of Work

					<p><b>present tense</b> versus <b>past tense</b> throughout texts.</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress e.g. <i>she is drumming, he was shouting</i></p> <p><b><u>Punctuation</u></b> <b>Demarcate sentences:</b> Capital letters Full stops <b>Commas</b> to separate items in a list <b>Comma</b> after -ly Opener e.g. Fortunately, Slowly..</p>	
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# Year 2 English Scheme of Work

Recou nt	6	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>-writing narratives about personal experiences and those of others (real and fictional)</li> <li>-writing about real event</li> <li>- writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>-writing down ideas and/or key words, including new vocabulary</li> <li>-encapsulating what they want to say, sentence by sentence</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- 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)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>-expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>-the present and past tenses correctly and consistently including the progressive form</li> <li>-subordination (using when, if, that, or because) and co-ordination (using</li> </ul>	<p>11-Edit and improve shared write</p> <p>12- Talk for writing (hot task)</p> <p>13- Plan hot task</p> <p>14- Write hot task</p> <p>15- Write hot task</p>	<p>Ch to use same process with a new stimulus yet to be determined (Ch to choose)</p>	<p>To be able to plan and write a persuasive text independently.</p>		
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# Year 2 English Scheme of Work

		<p>or, and, or but)</p> <p>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] - read aloud what they have written with appropriate intonation to make the meaning clear.</p>					
	7	Poetry week					