	c S W O	Year 2 English Units of Work										
W	riting – Year 2 National Curriculum Coverage	Traditional Tales & Fables Hamilton Trust	Instructions: Cooking Write Instructions	Poems on a theme – Family Poems Write own poems. Hamilton Trust	Stories about the Wild Hamilton Trust	Animal Diaries & Recounts Recount and Diary writing	Poems on a theme – Monster Poems Write own poems	Quest Stories Hamilton Trust	Dinosaurs Recount writing Hamilton Trust	Poems on a theme – Bird Poems Write own poems. Hamilton Trust	Specific Spelling & Grammar Sessions	Cross-Curricular Writing
g Rules	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.											
Phonics and Spelling Rules	To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).											
	To apply further Y2 spelling rules and guidance (see below)											
Common Exception Words	To spell most Y1 and Y2 common exception words correctly.											
Prefixes and Suffixes	Toadd suffixes to spell most words correctly in their writing, e.g. – ment, –ness, –ful, –less, –ly.											
elling	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.											
Further Spelling Conventions	To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.											

	To learn the possessive singular apostrophe (e.g. the girl's book).						
	To write, from memory, simple sentences dictated by the teacher						
Letter Formation, Placement and Positioning	that include words using the GPCs, common exception words and punctuation taught so far.						
	To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).						
	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.						
	To form lower case letters of the correct size, relative to one another.						
	To use spacing between words that reflects the size of the letters.						
Joining Letters	To begin to use the diagonal and horizontal strokes needed to join letters.						
Planning, Writing and Editing	To write narratives about personal experiences and those of others (real and fictional).						
	To write about real events. To write simple poetry.						
	To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary						
	To encapsulate what they want to say, sentence by sentence.						
	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.						
Planning	To reread to check that their writing makes sense and that the correct tense is used throughout.						

To use the present tense and the past tense mostly correctly and consistently.		To proofread to check for errors in spelling, grammar and punctuation						
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* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

*, which includes:

the /dʒ/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);
the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);
the/r/sound spelt 'wr' (e.g. write, written);
the/I/or/əl/sound spelt—le(e.g. little, middle) or spelt—el (e.g. camel, tunnel) or spelt—al (e.g. metal, hospital) or spelt—il (e.g. fossil, nostril);
the/aɪ/ sound spelt
-y (e.g. cry, fly, July);
adding—esto nouns and verbs ending in
-y where the 'y' is changed to 'i' before the —es (e.g. flies, tries, carries);
adding—ed,—ing,—er and—est to a root word ending in—y (e.g. skiing, replied) and

the/n/sound spelt 'o' (e.g. other, mother, brother);
the/i:/sound spelt
-ey:the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);
the/p/sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)
the/3:/sound spelt 'or' after 'w' (e.g. word, work, worm);
the/ɔ:/sound spelt 'ar' after 'w' (e.g. warm, towards);
the/3/sound spelt 's' (e.g. television, usual).

the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);

exceptions to the rules;
adding theendings
-ing, -ed, -er, -est and -y to words ending in -e with
a consonant before (including exceptions);
adding -ing, -ed,
-er, -est and -y to words of one syllable ending in a single consonant letter after asingle vowel letter (including exceptions);