SPS ENGLISH SPINE – YEAR 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	**HISTORY** *How was school different in the past?*	**HISTORY** *What is a monarch?*	**GEOGRAPHY** *Magical mapping*	**HISTORY** *How did we learn to fly?*	**GEOGRAPHY** *Brazil*	**GEOGRAPHY** *Beside the seaside*
BIG QUESTION	*Would you have preferred to go to school in the past?*	*Why do kings and queens live in castles?*	*How can robots help us to map the Earth?*	*How has flight changed in the last 100 years?*	*How do customs differ in different countries?*	*What creatures live in our local area?*
TOPIC	**SCHOOL'S OUT**	**TURRETS & TIARAS**	**RISE OF THE ROBOTS**	**UP, UP AND AWAY**	**WONDERLAND**	**PAWS & CLAWS**
CORE TEXT	**The day the crayons quit by Drew Daywalt**	**Winnie & Wilbur: The Naughty Knight by Valerie Thomas**	**The Iron Man by Ted Hughes**	**Journey by Aaron Becker**	**Alice in Wonderland by Lewis Carroll (Usborne Young Reading)**	**The Hodgeheg by Dick King Smith**
EXTRA TEXTS	**Once Upon An Ordinary School Day** **All Are Welcome**	**The Castle The King Built** **I was there: 1066**	**The marvellous moon map** **Here we are**	**Emma Jane's Aeroplane** **Man on the Moon** **Hidden Figures**	**I want my hat back** **Little Brown Nut**	**The Lost Words** **The Oak Tree**
WRITING PURPOSE & TASKS	**WRITING EXPECTATIONS (FIRST WEEK)** **POETRY** *Alliteration Poems (Animals at the zoo)* **PVPG LESSONS**	**PVPG LESSONS** **SENTENCE PATTERN BUILDING UNIT** *Tell Me A Dragon (Non-Chronological Report)*	**SENTENCE PATTERN BUILDING UNIT** *Little Red (Letter)* **POETRY** *Adjective Poems (Things in nature)*	**WRITING TO ENTERTAIN** *Recount – Bessie Coleman Letter* *GS MODEL TEXT - Bessie Coleman's First Flight* *GS UNIT GUIDE (Meerkat Mail Letter Home) Use this as the writing unit guide but change the theme to 'Bessie Coleman'.* **WRITING TO ENTERTAIN** *Narrative – Journey Story* *GS MODEL TEXT - An Unexpected Adventure*	**WRITING TO PERSUADE** *Persuasive Advert – Visit Brazil* *GS MODEL TEXT - Visit Beautiful Brazil* *GS UNIT GUIDE (Visit London – Y1) Use this as the writing unit guide but change the theme to 'Brazil'.* **WRITING TO INFORM** *Instructions – Healthy Food* *GS MODEL TEXT – How To Make A Healthy Smoothie* *GS UNIT GUIDE (How to be an explorer) Use this as a basis for the lesson foci but change the theme to 'smoothies'.*	**WRITING TO INFORM** *Non-chronological report - Hedgehogs* *GS MODEL TEXT – All About Hedgehogs* *GS UNIT GUIDE (Marvellous Minibeasts) Use this as a basis for the lesson foci but change the theme to 'hedgehogs'.* **POETRY** *Shape Poems / Calligrams (Summer Time)*
Wider Curriculum Writing Possibilities	**Explain choice of materials (Science)** **Write what a best friend is like (PSHE)**	**Write sentences about school (History)** **Retell the story of the Nativity (RE)**	**Write instructions for a robot (Geography)** **Diary entry for Muslim prayer at home (RE)**	**Explain why we need to exercise (Science)** **Instructions for playing a playground game (PSHE)**	**Diary entry for a child in Brazil (Geography)** **Explain how to keep plants alive (Science)**	**Describe the inside of a mosque (RE)** **Write a story based in the New Forest (English)**

SPS WRITING PROGRESSION – YEAR 2

NC 2014 PROGRESSION

Y2	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation

	▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly
	▪ Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
	▪ Learn to spell common exception words (Spelling Progression)
	▪ Learn to spell more words with contracted forms *e.g. didn't, couldn't.*
	▪ Learn the possessive apostrophe (singular) *e.g. the girl's book*
	▪ Spell words correctly by saying them out loud.
	▪ Distinguish between homophones and near-homophones
	▪ Add suffixes –ful and –less to form adjectives *e.g. help – helpless*
	▪ Add suffixes –er, –ness and -ment to form a noun
	▪ *e.g teach ~ teacher, sad ~ sadness, enjoy ~ enjoyment*
	▪ Add suffixes –er and –est to form comparative and superlative adjectives *e.g. happy ~ happier ~ happiest*
	▪ Add suffix –ly to an adjective to make an adverb *e.g. quick ~ quickly*
	▪ Apply rules from Spelling Progression – Y2
	▪ Write from memory simple dictated sentences including GPCs and common exception words
		▪ Form lower-case letters of the correct size relative to one another
		▪ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
		▪ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
		▪ Use spacing between words that reflects the size of the letters
			▪ Write narratives about personal and others' experiences (real or fictional)
			▪ Write about real events
			▪ Write simple poetry
			▪ Write for different purposes.
			▪ Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary.
			▪ Writes down ideas and key words before writing
			▪ Encapsulate what they want to say, sentence by sentence
			▪ Evaluate their writing with the teacher and other pupils
			▪ Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
			▪ Proofread to check for errors in spelling, grammar and punctuation
			▪ Read writing aloud with appropriate intonation to make the meaning clear
			▪ Begin to develop an awareness of who they are writing for
				▪ Punctuation:
				  o full stops
				  o capital letters
				  o exclamation marks
				  o question marks
				  o commas to separate items in a list
				  o apostrophes for contracted forms and singular possession.
				▪ Use sentences with different forms: statement, question, exclamation, command
				▪ Use expanded noun phrases to describe and specify
				▪ Use the present and past tense correctly and consistently including the progressive form *e.g. she is drumming, he was shouting*
				▪ Use coordination with: 'and', 'but', 'or'
				▪ Use subordination with: 'when', 'if', 'that', 'because'
				▪ Use some features of written Standard English

SPS PROGRESSION

Y2	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense

	Simple:
	▪ Create questions using 'How' or 'Do'.
	▪ Create exclamations using interjections and 'How' or 'What' *e.g. What big eyes you have, Grandma!*
	▪ Create commands using imperative verbs *e.g. Give …. Take….*
	
	Compound:
	▪ Join sentences using: and, but, or, so,
	
	Complex:
	▪ Join sentences using: because, if, after, that, before, when
	
	Adding detail:
	▪ Use expanded noun phrases:
	   - determiner + adjective + noun *e.g. the black cat*
	   - determiner + noun + prepositional phrase *e.g. the cat in the basket*
	▪ Use adjectives: *e.g. The giant had a curly beard.*
	▪ Use adverbs of manner ending in –ly: *e.g. He bravely caught the cat.*
	▪ Use prepositions: *e.g. after, before, behind, below*
	▪ Use prepositional phrases: *e.g. under the carpet, above the whiteboard*
	▪ Use 'like' to create similes: *e.g. hot like chillies, cold like a glacier*
	▪ Use determiners: most, some, all, many, much, more
	▪ Put words spoken words (from speech bubbles) into inverted commas.
	
	Exciting Sentences:
	▪ 2Ad ~ List ~ Simile ~ Short
		▪ Use specific nouns rather than general nouns *e.g. 'Buttercup' instead of 'flower'*
		
		▪ Create compound nouns using:
		▪ noun + noun
		▪ *e.g. cupboard, handbag*
		   ○ adjective + noun
		▪ *e.g whiteboard, superman*
		
		▪ Use verb + noun to create alliteration:
		▪ *e.g. Dancing dandelions, Hiding hyenas*
		
		▪ Use onomatopoeia with an exclamation mark *e.g. Ouch! Crash!*
		
		▪ Tier 2 Vocabulary – Y2
			▪ Use pronouns: He, She, We, They, It, You
			
			▪ Use adverbs ending in -ly *e.g. Bravely, Silently, Cheerfully*
			
			▪ Use similes *e.g.*
			   - *As silently as a snake, he crept into the disused mine.*
			
			I**S**P**A**CE
				Coordinating:
				▪ or, so
				
				Subordinating:
				▪ if, after, that, before, when
				
				Correlative:
				▪ either … or
				
				Adverbials of time:
				▪ e.g. after, before, finally
					Simple past
					▪ To show something happened once e.g. He walked to school
					
					Past progressive
					▪ To show something was happening continually e.g. He was walking to school
					
					Simple present
					▪ To show something that happens now e.g. He walks to school
					
					Present progressive
					▪ Use of 'to be' + '-ing'
					▪ To show something is happening continually e.g.I am walking to school
					
					Subject-verb agreement:
					▪ I like
					▪ He/she likes
					▪ We like
					▪ They like
					▪ You like

SPS READING PROGRESSION – YEAR 2

	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
SPS ENGLISH SPINE	**The Day the Crayons Quit**	**Paperback – Picture Book**	**2014**	**Fantasy**	**40**
	Winnie & Wilbur: The Naughty Knight	**Paperback – Picture Book**	**2018**	**Historical**	**32**
	The Iron Man	**Paperback – Chapter Book**	**2011**	**Science Fiction**	**84**
	Journey	**Paperback – Picture Book**	**2013**	**Wordless Picture Book**	**40**
	Alice In Wonderland	**Hardback – Chapter Book**	**19ᵗʰ Century**	**Classic / Fantasy**	**64**
	The Hodgeheg	**Paperback – Chapter Book**	**1987**	**Animal / Adventure**	**96**
	Poetry Types: Alliteration, Adjective, Calligram				

WORD READING:

Y2	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	- Secure phonic decoding until reading is fluent. - Read accurately by blending, including alternative sounds for graphemes. - Read multisyllable words containing these graphemes. - Read words containing common suffixes	Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas*	- Read age-appropriate texts at 90+ words per minute - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-read books to build up their fluency and confidence in word reading - Reading Level(s): RWI – Orange, Yellow, Blue, Grey Book Bands – Orange, Turquoise, Purple, Gold, White

COMPREHENSION:

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	- Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales - Experience non-fiction books that are structured in different ways - Learn further poems by heart, reciting with appropriate intonation to make the meaning clear	- Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and self-correct - Ask and answer questions about a text	- Recognise simple recurring literary language in stories and poetry - Discuss and clarify the meaning of words, linking new meanings to know vocabulary - Discuss favourite words and phrases	- Make inferences on the basis of what is being said and done - Predict what might happen on the basis of what has been read so far	Discuss the sequence of events in books and how items of information are related	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

YEAR 2 RESPONSES TO READING

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	▪ Do you like this story / poem / book? Why? Why not? ▪ Which is your favourite part of this story? Why? ▪ Can you re-tell … part of the story? ▪ Which … do you prefer? Why?	▪ Who …? ▪ What …? ▪ What happened when …? ▪ What do / does … do? ▪ When …? ▪ Where …? ▪ How? ▪ How did …? ▪ Where/when is the story set? ▪ Who is the main character in the story? ▪ Where in the story would you find …? ▪ Is there a good/bad character? How can you tell? ▪ Who is telling the story? ▪ Is there a problem in this story? What is it? ▪ How is the problem resolved? ▪ Which is your favourite / worst / funniest / scariest part of the story? ▪ Which part of the text should I use to find …? ▪ Why is …. a good name for …?	▪ Why did the author use the word … to describe …? ▪ Which word in the text describes …? ▪ What does this word tell you about the character / setting / mood? ▪ Can you think of another way of saying …? ▪ What other words could the author could have used to describe …? ▪ What effect has the author created by repeating the word / phrase …? ▪ Highlight a key phrase or line. By using this word, what effect had the author created? ▪ Can you find a noun phrase used to describe …? ▪ Can you find an adjective used to describe …? ▪ Can you find an adverb to describe how … was done? ▪ In the story … is mentioned a lot. Why? ▪ "Quote" … this means …?	▪ How do you know that … is …? ▪ What do you think the author meant when they said …? ▪ What do you think … is saying / thinking / feeling at this point? ▪ What would … say if …? ▪ What happened to make … feel ...? ▪ Can you explain why …? ▪ How does … make you feel? ▪ What do you think this book will be about? ▪ Where do you think … will go next? ▪ What do you think … will say / do next? ▪ What might … do if …? ▪ What will happen to … next? ▪ How do you think the character will react? ▪ What sentence or phrase do you think will come next? ▪ How does the choice of character or setting affect what will happen next?	▪ Write a sentence to show what happened at the beginning / middle / end ▪ Can you number the sentences 1-5 to show the order they happen in the story? ▪ What happened after …? ▪ Can you summarise in a sentence the opening / middle / end of the story? ▪ In what order do these chapter headings come in the story? ▪ Can you sequence the key events in the story? ▪ Can you use … words to sum up this story or non-fiction text. ▪ Draw three lines to show where …	CHALLENGE: ▪ Why do you think the main characters are all animals in this book? ▪ What one thing would you change about this story? Why? ▪ Do you like this text? What do you like the most about it? ▪ Can you think of any other stories that start like this? ▪ What features might you expect to see in this sort of text?
ANSWER STEMS	▪ I like … because … ▪ My favourite … is … because …	▪ It is … ▪ The … is …	▪ The word means … ▪ It is a good word to use because …	▪ I think that … ▪ I think that … because ▪ I think the character will … because … ▪ I think the character will not do … because … ▪ This sentence tells you that … ▪ The character felt … because … ▪ I know this because …	▪ In this story … ▪ This story is about … ▪ The main event is … ▪ The key events are …	
POSSIBLE TASKS	▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author	▪ Find and copy two things that … ▪ Tick the statement which is true ▪ Put ticks in the table to show which sentences are true and which as false … ▪ Draw four lines to match these … to … ▪	▪ Find and copy one word that makes the …. ▪ Find 5 adjectives in your book. Now try to use them in your own sentences. ▪ Make a list of words from your book that you find hard to spell. Highlight the tricky part in each word. ▪ Circle two words that show …	▪ Write a diary entry from the point of view of a character who is not the main character. ▪ Create a 'Gingerbread' for a character. ▪ Pick one character from the story and write a list of things they would like / dislike. ▪ Write three alternative titles for the book.	▪ Make a timeline of events from the story. ▪ Make a table / flow chart / to show the order things happened in. ▪ Re-write the story in your own words. ▪ Put the pictures from the story in order. ▪ You have got … words. Sum up this story.	

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 2

Y2	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	▪ Listen to and discuss a wide range of texts, identifying key points. ▪ Ask and answer questions about events, ideas, and characters. ▪ Express opinions about what has been heard, with reasoning. ▪ Demonstrate understanding by summarising key information. ▪ Begin to respond appropriately in group discussions, taking turns to speak.	▪ Ask relevant questions to find out more about a topic or story. ▪ Offer explanations for why things happen or characters behave in a certain way. ▪ Begin to justify opinions using evidence from experience or text. ▪ Engage in group discussions, responding to others' ideas.	▪ Use new vocabulary to add detail in speech and writing. ▪ Recognise and understand synonyms and antonyms. ▪ Explore words connected to topics across the curriculum.	▪ Present work clearly to a small or larger audience. ▪ Use voice, tone, and body language to convey meaning. ▪ Begin to give constructive feedback using simple reasoning.
Activity ideas	▪ Listening to a non-fiction text and noting three important facts. ▪ Hot-seating: children answer questions as a character from a story. ▪ Paired discussion about predictions for story outcomes. ▪ Story mapping: draw a story map from oral instruction.	▪ Character Hot-Seating: Children ask questions to a character from a story and explain answers. ▪ Story Comparisons: Compare two stories and discuss differences, giving reasons. ▪ Problem-Solving Tasks: Pose a simple problem and discuss possible solutions with reasoning. ▪ Think-Pair-Share: Children ask each other questions, then share answers with the class.	▪ Vocabulary Journals: Children record new words with meanings and example sentences. ▪ Synonym/Antonym Challenges: Match or sort words with similar or opposite meanings. ▪ Topic Talk: Discuss science or history topics using subject-specific words. ▪ Story Rewriting: Replace common words with richer vocabulary (e.g., "said" → "exclaimed").	▪ Storyboards to Performance: Act out a storyboard in groups. ▪ Classroom Presentations: Share a mini-report on a topic (animals, history, science). ▪ Poetry Performance: Recite poems using rhythm, expression, and gestures. ▪ Peer Evaluation: Comment on clarity or expression in others' presentations.
Sentence Stems	▪ "The main idea is …" ▪ "I agree/disagree with … because …" ▪ "This part is important because …" ▪ "I predict that … will happen next."	▪ "I think … because …" ▪ "This is important because …" ▪ "I wonder if …" ▪ "My opinion is … because …"	▪ "The … is …, which means …" ▪ "I could also say … instead of …" ▪ "I notice … is the opposite of …" ▪ "In my own words …"	▪ "I presented … by …" ▪ "I used my voice/face/body to …" ▪ "I think … could improve by …" ▪ "I liked … because …"