



Year 2 – Autumn Term 1

Week 1	Week 2	Week 3
<p>1) Objective: (Revision) To understand how the prefix <i>-un</i> changes the meaning of verbs and adjectives.</p> <p>2) Objective: (Revision) To use capital letters for names and the pronoun 'I'.</p>	<p>1) Objective: (Revision) To join words and joining clauses using 'and'.</p> <p>2) Objective: (Revision) To use the regular plural noun suffixes <i>-s</i> or <i>-es</i>.</p>	<p>Objectives: To know and understand the terminology 'past tense' and 'present tense'. To make the correct choice of present tense and past tense and use consistently.</p>
<p>1) Success criteria: I can use <i>-un</i> to change the meaning of words.</p> <p>2) Success criteria: I can use a capital letter for a name and 'I'.</p>	<p>1) Success criteria: I can join sentences using 'and'.</p> <p>2) Success criteria: I can add <i>-s</i> or <i>-es</i> to show a plural.</p>	<p>Success criteria: I know when a verb is in the past tense. I know when a verb is in the present tense.</p>
Teacher's Guide: Units 1–4 p6–7	Teacher's Guide: Units 1–4 p6–7	Teacher's Guide: Unit 12 p18–19
<p>English Pupil Book: 1) Unit 1 p4 2) Unit 2 p5</p>	<p>English Pupil Book: 1) Unit 3 p6 2) Unit 4 p7</p>	English Pupil Book: Unit 12 p18–19
		Interactive activity 3: Which verb is correct?



Year 2 – Autumn Term 1

Week 4	Week 5	Week 6
<p>Objective: To use the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p>Objective: To identify the soft and hard sounds for the consonants 'c' and 'g' and learn the rules for spelling words containing them.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 2'</p> <p>Content: Capital letters, co-ordinating conjunctions, subject-verb agreement, nouns, verbs, full stops, suffixes.</p>
<p>Success criteria: I can add <i>-ing</i> to verbs in the present and the past tense.</p>	<p>Success criteria: I can hear the difference between the hard and soft sounds that 'c' and 'g' can make. I can spell words with these sounds.</p>	
<p>Teacher's Guide: Units 10–11 p16–17</p>	<p>Teacher's Guide: Units 19–20 p32–33</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 2: Autumn test 1 p9</p>
<p>English Pupil Book: Units 10–11 p16–17</p>	<p>English Pupil Book: Units 19–20 p31–32</p>	



Year 2 – Autumn Term 2

Week 1	Week 2	Week 3
<p>Objectives: To use capital letters and full stops to demarcate sentences. To use capital letters for names and the pronoun 'I'.</p>	<p>Objectives: To understand and use the rules for adding the suffixes <i>-ment</i> and <i>-ness</i>. To explore the meanings of these new words.</p>	<p>1) Objective: To use commas to separate items in a list. (This objective is revisited in Summer Term 1, Week 3 in order to consolidate – choose from Teacher’s Guide ‘Possible teaching steps’ to introduce and decide which pupil activities are appropriate at this time.)</p> <p>2) Objective: To learn the rules for spelling words ending in <i>-ge</i> and <i>-dge</i>.</p>
<p>Success criteria: I can begin a sentence with a capital letter. I can end a sentence with a full stop. I can use a capital letter for a name and 'I'.</p>	<p>Success criteria: I can use the rules for adding the suffixes <i>-ment</i> and <i>-ness</i>. I can explain what the new words mean.</p>	<p>1) Success criteria: I can use commas to separate items in a list.</p> <p>2) Success criteria: I can use the rules for spelling words ending in <i>-ge</i> and <i>-dge</i>.</p>
<p>Teacher’s Guide: Unit 15 p24–25</p>	<p>Teacher’s Guide: Unit 29 p46–47</p>	<p>1) Teacher’s Guide: Unit 17 p28–29 2) Teacher’s Guide: Unit 21 p34–35</p>
<p>English Pupil Book: Unit 15 p24–25</p>	<p>English Pupil Book: Unit 29 p44</p>	<p>1) English Pupil Book: Unit 17 p28–29 2) English Pupil Book: Unit 21 p33</p>



Year 2 – Autumn Term 2

Week 4	Week 5	Week 6
<p>1) Objective: To use the coordinating conjunctions 'or' and 'but'.</p> <p>2) Objective: To become familiar with the spelling rules for the silent sounds 'k' as in <i>kn</i>, 'g' as in <i>gn</i> and 'w' as in <i>wr</i>.</p>	<p>Objectives: To understand and use the rules for adding the suffixes <i>-ful</i>, <i>-less</i> and <i>-ly</i>. To explore the meanings of these new words.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 2'</p> <p>Content: Suffixes, commas in lists, question marks, adjectives, capital letters, verbs, coordinating conjunctions, questions, prefixes.</p>
<p>1) Success criteria: I can use 'or' and 'but' to join sentences.</p> <p>2) Success criteria: I can use the spelling rules for the silent sounds 'k' as in <i>kn</i>, 'g' as in <i>gn</i> and 'w' as in <i>wr</i>.</p>	<p>Success criteria: I can use the rules for adding the suffixes <i>-ful</i>, <i>-less</i> and <i>-ly</i>. I can explain what the new words mean.</p>	
<p>1) Teacher's Guide: Units 6–7 p10–11 2) Teacher's Guide: Unit 22 p36–37</p>	<p>Teacher's Guide: Units 30–31 p48–49</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 2: Autumn test 2 p16</p>
<p>1) English Pupil Book: Units 6–7 p10–11 2) English Pupil Book: Unit 22 p34–35</p>	<p>English Pupil Book: Units 30–31 p45–46</p>	
<p>1) Interactive activity 1: Conjunctions</p>	<p>Interactive activity 7: Suffixes</p>	



Year 2 – Spring Term 1

Week 1	Week 2	Week 3
<p>Objectives: To use apostrophes to mark where letters are missing in spelling. To know the terminology ‘apostrophe’.</p>	<p>Objectives: To understand and use the rules for adding the suffixes <i>-er</i>, <i>-est</i>, <i>-ing</i> and <i>-ed</i>. To explore the meanings of these new words.</p>	<p>Objectives: To learn how to use sentences with different forms: statement, question, exclamation and command. To use the appropriate punctuation with each sentence type.</p>
<p>Success criteria: I can use apostrophes to mark where letters are missing in spelling.</p>	<p>Success criteria: I can use the rules for adding the suffixes <i>-er</i>, <i>-est</i>, <i>-ing</i> and <i>-ed</i>. I can explain what the new words mean.</p>	<p>Success criteria: I can recognise and use the sentence types: statement, question, exclamation and command. I can use full stops, question marks and exclamation marks with the correct sentence type.</p>
<p>Teacher’s Guide: Unit 13 p20–21</p>	<p>Teacher’s Guide: Units 25–26 p42–43</p>	<p>Teacher’s Guide: Unit 9 p14–15</p>
<p>English Pupil Book: Unit 13 p20–21</p>	<p>English Pupil Book: Units 25–26 p38–41</p>	<p>English Pupil Book: Unit 9 p14–15</p>
<p>Interactive activity 4: Apostrophes</p>	<p>Interactive activity 7: Suffixes</p>	



Year 2 – Spring Term 1

Week 4	Week 5	Week 6
<p>Objective: To use the subordinating conjunctions 'because', 'that', 'if' and 'when'.</p>	<p>Objectives: To use the terminology 'noun' and 'adjective'. To use expanded noun phrases for description and specification.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 2'</p> <p>Contents: Adjectives, tense agreement, commas in lists, apostrophes, suffixes, nouns, subject-verb agreement, commands, capital letters.</p>
<p>Success criteria: I can use 'because', 'that', 'if' and 'when' to join sentences.</p>	<p>Success criteria: I can explain what nouns and adjectives are. I can add appropriate adjectives to a noun. I can give more information to explain <i>which</i> noun I am writing about.</p>	
<p>Teacher's Guide: Unit 5 p8–9</p>	<p>Teacher's Guide: Unit 8 p12–13</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 2: Spring test 1 p23</p>
<p>English Pupil Book: Unit 5 p8–9</p>	<p>English Pupil Book: Unit 8 p12–13</p>	
<p>Interactive activity 1: Conjunctions</p>	<p>Interactive activity 2: Expanded noun phrases</p>	



Year 2 – Spring Term 2

Week 1	Week 2	Week 3
Objective: To spell words with the endings <i>-le</i> and <i>-el</i> .	Objectives: To use question marks and exclamation marks correctly to demarcate sentences. To know how the grammatical patterns in a sentence indicate its function as a question or an exclamation.	Objective: To spell words with the endings <i>-al</i> and <i>-il</i> .
Success criteria: I can spell words with the endings <i>-le</i> and <i>-el</i> .	Success criteria: I can use a question mark to end a sentence that is a question. I can use an exclamation mark to end a sentence that is an exclamation.	Success criteria: I can spell words with the endings <i>-al</i> and <i>-il</i> .
Teacher's Guide: Unit 23 p38–39	Teacher's Guide: Unit 16 p26–27	Teacher's Guide: Unit 24 p40–41
English Pupil Book: Unit 23 p36	English Pupil Book: Unit 16 p26–27	English Pupil Book: Unit 24 p37
Interactive activity 6: Which spelling is correct?		Interactive activity 6: Which spelling is correct?



Year 2 – Spring Term 2

Week 4	Week 5	Week 6
<p>Objectives: To use apostrophes to mark singular possession in nouns. To know the terminology 'apostrophe'.</p>	<p>Objective: To understand and use the rules for adding suffixes to verbs and nouns that end in -y.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 2'</p> <p>Content: Question marks, suffixes, co-ordinating conjunctions, adjectives, nouns, commas in lists, commands, modal verbs, apostrophes, subject-verb agreement.</p>
<p>Success criteria: I can identify where an apostrophe has been used to show singular possession. I can use apostrophes correctly in my writing.</p>	<p>Success criteria: I can use the rules for adding suffixes to verbs and nouns that end in -y.</p>	
<p>Teacher's Guide: Unit 14 p22–23</p>	<p>Teacher's Guide: Units 27–28 p44–45</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 2: Spring test 2 p30</p>
<p>English Pupil Book: Unit 14 p22–23</p>	<p>English Pupil Book: Units 27–28 p42–43</p>	
<p>Interactive activity 4: Apostrophes</p>	<p>Interactive activity 8: -ys or -ies?</p>	



Year 2 – Summer Term 1

Week 1	Week 2	Week 3
<p>Objective: To learn the spellings and know the meanings of common exception words.</p> <p>(This objective will have been ongoing throughout the year, but the Skills Builders units can be used to consolidate this work.)</p>	<p>Objective: To spell words with the ending <i>-tion</i>.</p>	<p>Objective: To use commas to separate items in a list.</p> <p>(This objective was introduced in Autumn Term 2, Week 3. Revisit using the Teacher’s Guide ‘Possible teaching steps’ and then use pupil activities not used previously.)</p>
<p>Success criteria: I can spell most common exception words and I can explain what they mean. I can spell all common exception words and I can explain what they mean.</p>	<p>Success criteria: I can spell words which have the ending <i>-tion</i>.</p>	<p>Success criteria: I can use commas to separate items in a list.</p>
<p>Teacher’s Guide: Unit 35 p54–55</p>	<p>Teacher’s Guide: Unit 32 p50–51</p>	<p>Teacher’s Guide: Unit 17 p28–29</p>
<p>English Pupil Book: Unit 35 p52</p>	<p>English Pupil Book: Unit 32 p47</p>	<p>Pupil book: English Pupil Book: Unit 17 p28–29</p>



Year 2 – Summer Term 1

Week 4	Week 5	Week 6
<p>Objectives: To know the term 'noun'. To spell and learn the meanings of common and useful vocabulary from everyday settings.</p> <p>(These objectives will be revisited in Summer Term 2, Week 4 – using two additional units in the English Pupil Book.)</p>	<p>Objectives: To recognise that compound words are two words joined together. To learn a range of compound words.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 2'</p> <p>Content: Nouns, present and past progressive form, commands, full stops, apostrophes, suffixes, co-ordinating conjunctions, commas in lists, adjectives.</p>
<p>Success criteria: I can spell some everyday words about places I know. I can explain the meanings of some everyday words about places I know.</p>	<p>Success criteria: I can explain what a compound word is and give examples. I can make compound words by putting two words together.</p>	
<p>Teacher's Guide: Units 36–38 p56–57</p>	<p>Teacher's Guide: Unit 18 p30–31</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 2: Summer test 1 p37</p>
<p>English Pupil Book: Units 36 p53</p>	<p>English Pupil Book: Unit 18 p30</p>	
<p>Interactive activity 12: Choose the nouns</p>		



Year 2 – Summer Term 2

Week 1	Week 2	Week 3
<p>Objectives: To use knowledge of alphabetical order to locate words in a dictionary. To practise using a dictionary to find the meaning of words that they have read.</p> <p>(This objective will have been ongoing throughout the year, but the Skills Builders units can be used to consolidate this work.)</p>	<p>Objective: To spell and know the meaning of homophones from the Year 2 list.</p>	<p>Objective: To read and spell common exception words, noting unusual correspondence between spelling and sound and where these occur in the word (with specific reference to vowel sounds).</p>
<p>Success criteria: I know that the words in a dictionary are in alphabetical order. I am beginning to use a dictionary to find the meaning of words.</p>	<p>Success criteria: I can explain what a homophone is. I can spell pairs of homophones and give their meanings.</p>	<p>Success criteria: I can read words with different vowel sounds. I can spell words with different vowel sounds.</p>
<p>Teacher’s Guide: Unit 39 p58–59</p>	<p>Teacher’s Guide: Units 33–34 p52–53 (also includes Week 3 objective)</p>	<p>Teacher’s Guide: Units 33–34 p52–53</p>
<p>English Pupil Book: Unit 39 p56–57</p>	<p>English Pupil Book: Unit 33 p48–49</p>	<p>English Pupil Book: Unit 34 p50–51</p>
<p>Interactive activity 11: What is the meaning?</p>	<p>Interactive activity 10: Homophones</p>	



Year 2 – Summer Term 2

Week 4	Week 5	Week 6
<p>Objectives: To know the term 'noun'. To spell and learn the meanings of common and useful vocabulary from everyday settings.</p> <p>(These objectives were looked at in Summer Term 1, Week 4 – revisit the Teacher's Guide as required and then use two additional units in the English Pupil Book.)</p>	<p>Objectives: To use a thesaurus to extend vocabulary. To use synonyms found in a thesaurus as part of the editing and improving process in writing.</p> <p>(This objective will have been ongoing throughout the year, but the Skills Builders units can be used to consolidate this work.)</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 2'</p> <p>Content: Apostrophes, questions/statements, modal verbs, capital letters, subordinating conjunctions, commas in lists, adjectives, suffixes, present and past progressive form.</p>
<p>Success criteria: I can spell some everyday words about places I know. I can explain the meanings of some everyday words about places I know.</p>	<p>Success criteria: I can use a thesaurus to find new words to use in my writing.</p>	
<p>Teacher's Guide: Units 36–38 p56–57</p>	<p>Teacher's Guide: Unit 40 p60–61</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 2: Summer test 2 p44</p>
<p>English Pupil Book: Units 37–38 p54–55</p>	<p>English Pupil Book: Unit 40 p58–59</p>	
<p>Interactive activity 12: Choose the nouns</p>		