



# Coplestone Primary School

## A Guide to English in Year 2

In Year 2, children will be independent writers and will be encouraged to sustain writing for longer periods of time in comparison with Year 1. Before writing, children are reminded to plan what they will write in their head first so that their writing makes sense. Children will be encouraged to use more detailed descriptions in their writing and re-read their own and other's writing, looking for ways to edit and improve it.

By the end of Year 2, children will be able to use a range of sentence structures and will be familiar with the following terminology:

### Writing composition, punctuation and grammar

Objective	Glossary
<p><b>I can use familiar punctuation correctly</b></p> <ul style="list-style-type: none"><li>- capital letter</li><li>- full stop</li><li>- finger space</li></ul>	<p><b>capital letter</b></p> <ul style="list-style-type: none"><li>• A letter used at the beginning of a sentence</li><li>• Used for proper nouns. Proper nouns name a person e.g. Sarah, or place e.g. Devon</li><li>• Used to punctuate the days of the week and months of the year</li><li>• Used for punctuating the person pronoun / e.g. As I entered the park, I saw a massive slide</li><li>• Used to punctuate a <b>statement sentence</b></li></ul> <p><b>full stop .</b></p> <ul style="list-style-type: none"><li>• A punctuation mark used to show the end of a <b>statement sentence</b> or <b>command sentence</b></li></ul> <p><b>statement sentence</b></p> <ul style="list-style-type: none"><li>• Sentences which tell you something. They end with a full stop e.g. Rainbows have seven colours. I like pizza and salad.</li></ul> <p><b>command sentence</b></p> <ul style="list-style-type: none"><li>• Sentences that tell you to do something. They are found in instructions e.g. Please stop doing that.</li></ul> <p><b>finger space</b></p> <ul style="list-style-type: none"><li>• The space left between words so that they can be easily read</li></ul>

<p><b>I can punctuate sentences using an exclamation mark</b></p>	<p><b>exclamation mark !</b></p> <ul style="list-style-type: none"> <li>Used to punctuate a <b>command sentence</b> or <b>exclamation sentence</b></li> </ul> <p><b>command sentence</b></p> <ul style="list-style-type: none"> <li>Sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short e.g. 'Help me!'</li> </ul> <p><b>exclamation sentence</b></p> <ul style="list-style-type: none"> <li>Used in place of a full stop when a sentence expresses surprise or wonder. The sentence will begin with the words 'how' or 'what' and must also contain a verb e.g. 'What big eyes you have, Grandma!' or 'How cold it is today!'</li> </ul>
<p><b>I can punctuate sentences using a question mark</b></p>	<p><b>question mark ?</b></p> <ul style="list-style-type: none"> <li>Used to indicate a question and comes at the end of the sentence in place of the full stop. The sentence will begin with one of the question words (who, what, where, when, how, why)</li> </ul>
<p><b>I can use commas to separate items in a list</b></p>	<p><b>comma ,</b></p> <ul style="list-style-type: none"> <li>A punctuation mark that separates items in a list e.g. I went to the shops and bought milk, eggs, ham, and bread.</li> </ul>
<p><b>I can use apostrophes to show missing letters in a contracted form</b></p>	<p><b>contracted form</b></p> <ul style="list-style-type: none"> <li>Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe e.g. 'did not' is contracted to didn't 'he will' is contracted to he'll</li> </ul>
<p><b>I can use apostrophes to mark singular possession in nouns</b></p>	<p><b>singular possession</b></p> <ul style="list-style-type: none"> <li>An apostrophe used before the letter s to show ownership e.g. This is Sally's coat. That is Joshua's toy.</li> </ul>
<p><b>I can use expanded noun phrases</b></p>	<p><b>noun phrase</b></p> <ul style="list-style-type: none"> <li>A small group of words that does not include a verb e.g. The <u>lake</u>. A <u>dog</u>.</li> </ul> <p><b>expanded noun phrase</b></p> <ul style="list-style-type: none"> <li>Gives you extra information about the noun e.g. The <u>beautiful blue</u> lake. A <u>brown spotty</u> dog.</li> </ul>

<p><b>I can use subordinating and co-ordinating conjunctions</b></p>	<p><b>conjunction</b></p> <ul style="list-style-type: none"> <li>• A conjunction is a word, or words, used to connect two clauses together</li> </ul> <p><b>clause</b></p> <ul style="list-style-type: none"> <li>• Groups of words that contain a subject and a verb e.g. In the sentence, 'The squirrel darted up the tree.' <i>squirrel</i> is the subject (the thing or person carrying out the main action) <i>darted</i> is the verb (used to describe an action, occurrence or state)</li> </ul> <p><b>subordinating conjunction</b></p> <ul style="list-style-type: none"> <li>• The part of a sentence that adds additional information to the main clause e.g. 'I will go out to play.' can become, 'I will go out to play <b>if</b> it stops raining.'</li> <li>• The main subordinating conjunctions children will use are: 'when', 'if', 'that', and 'because'</li> </ul> <p><b>co-ordinating conjunctions</b></p> <ul style="list-style-type: none"> <li>• Used to join together two clauses in a sentence. However, the clauses need to make sense on their own e.g. 'I had a terrible cold. I still went to work.' can be joined to create, 'I had a terrible cold <b>but</b> I still went to work.'</li> <li>• The three main co-ordinating conjunctions are: 'and', 'but', and 'or'</li> </ul>
<p><b>I consistently use the present tense and past tense correctly</b></p>	<p><b>present tense</b></p> <ul style="list-style-type: none"> <li>• Sentences that describe actions which are happening now</li> </ul> <p><b>past tense</b></p> <ul style="list-style-type: none"> <li>• Sentences which describe action that took place in the past</li> </ul>
<p><b>I can use the progressive forms of verbs in the present and past tense</b></p>	<p><b>present progressive tense</b></p> <ul style="list-style-type: none"> <li>• Sentences which describe an action which began in the past and is still going on now e.g. I am learning to speak French.</li> </ul> <p><b>past progressive tense</b></p> <ul style="list-style-type: none"> <li>• A form of the past tense where something goes on for a period of time in the past e.g. I was walking in the park.</li> </ul>

## Phonics and spelling

Objective	Glossary
<b>I can segment spoken words into phonemes and record these as graphemes</b>	<p><b>phoneme</b></p> <ul style="list-style-type: none"><li>• A sound which makes up all or part of a word.</li><li>• For example: ‘cat’ is made up of the phonemes: ‘c’, ‘a’ and ‘t’ ‘light’ is made up of the phonemes: ‘l’, ‘igh’ and ‘t’</li></ul> <p><b>grapheme</b></p> <ul style="list-style-type: none"><li>• A letter or string of letters that represents a spoken sound</li></ul>
<b>I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling</b>	<p><b>alternative phonemes</b></p> <ul style="list-style-type: none"><li>• Knowing how a sound in a word (phoneme) can be spelled in different ways e.g. the sound /ee/: can be spelled in a number of ways: <b>see</b>, <b>me</b>, <b>real</b>, <b>key</b>, <b>field</b>, <b>happy</b>, <b>Pete</b> and <b>ceiling</b></li><li>• These alternative phonemes are taught in Phases 5 and 6 of our phonics programme</li></ul>
<b>I can identify phonemes in unfamiliar words and use syllables to divide words</b>	<p><b>syllable</b></p> <ul style="list-style-type: none"><li>• The number of syllables in a word sounds like the ‘beats’ in the word, and breaking a word into syllables can help with spelling. Syllables consist of at least one <i>vowel</i>, and possibly one or more <i>consonants</i></li><li>• one syllable words include words such as, ‘dog’, ‘cat’, ‘walk’ and ‘bath’</li><li>• two-syllable words include, ‘teacher’ and ‘Christmas’</li><li>• three-syllable words include, ‘beautiful’, ‘manager’</li></ul>
<b>I can spell words with alternative spellings, including a few common homophones</b>	<p><b>homophones</b></p> <ul style="list-style-type: none"><li>• Words that sound the same but have different meanings</li></ul> <p>Some have different spellings and meanings but sound the same e.g. there/their/they’re</p> <p>Some are spelt the same but have different meanings e.g. ‘fair’ (Let’s go to the fair! / That’s not fair)</p>

<p><b>I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.</b></p>	<p><b>suffix</b></p> <ul style="list-style-type: none"> <li>• A string of letters that go at the end of a root word, changing or adding to its meaning e.g.  enjoy + ment = enjoyment  ill + ness = illness  care + ful = careful  hope + less = hopeless  proud + ly = proudly</li> </ul>
<p><b>I can spell the Year 2 common exception words</b></p>	<p><b>common exception words</b></p> <ul style="list-style-type: none"> <li>• Words in which the English spelling code works in an unusual or uncommon way. They may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way</li> <li>• Each year group has their own set of common exception words to learn</li> </ul>
<p><b>I can apply the spelling rules taught in Year 2</b></p>	<p><b>spelling rules</b></p> <ul style="list-style-type: none"> <li>• Children will be taught guidelines or 'rules' to help them spell accurately</li> <li>• Children have access to Spelling Shed online to support them in their practising of spellings at home</li> </ul>

## Handwriting

<b>I can form lower-case letters of the correct size relative to one another</b>	<b>lower case</b> <i>a b c d e f g h i j k l m</i> <i>n o p q r s t u v w x y z</i>
<b>I use capital letters of the correct size, orientation and relationship to one another and to lower case letters</b>	<b>capital letters</b> <i>Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk</i> <i>Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu</i> <i>Vv Ww Xx Yy Zz</i>
<b>I can form the digits 0 - 9</b>	<b>digits</b> 0 1 2 3 4 5 6 7 8 9
<b>I can begin to use some of the diagonal and horizontal strokes needed to join letters</b>	<b>cursive handwriting</b> <i>cat beautiful dancing</i>
<b>I show that I know which letters are best left unjoined</b>	<b>possible unjoined letters</b> <ul style="list-style-type: none"><li>• children may choose not to join <i>q</i> <i>x</i> and <i>z</i></li></ul>