

**Y2**

# **GPS**

# **Yearly Overview**

An overview based on the national curriculum, supported by a wide range of quality resources designed to promote progression of knowledge and skills.

## Teaching information

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This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements enables pupils not only to enjoy English as a subject in its own right, but also to access the remaining subjects within the wider curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to support your teaching.

Every step within each block has corresponding resources available on our website. Our scheme is currently under review and therefore we will be making updates to the steps and available resources in due course.

For now, our steps fall into two categories: fully resourced and partially resourced.

Fully resourced steps include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Partially resourced steps can include a range of resources such as Varied Fluency worksheets, Application and Reasoning worksheets, Mixed Activity worksheets and Teaching PowerPoints.

## Using this Overview

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Our GPS scheme has been designed to enable progress throughout the school year and across each year group without being too prescriptive.

We know many things happen within a school and classroom over the school year and that not every child learns at the same speed. With this in mind, we have ensured that some of our teaching blocks have opportunities for consolidation, or just simply account for events like school productions.

Each year group has a page listing the sequence of teaching for the year and the small steps across autumn, spring and summer.

The steps are sequenced as building blocks, developing understanding and skills through a range of teaching materials and resources.

Each step is directly linked to objectives from the National Curriculum, preparing children for future learning.

This overview, and the accompanying resources, can be used in their entirety or can be used to suit the needs of each school and/or teacher.

## My school uses a different scheme

As our GPS scheme has been shaped by the national curriculum for England and each step is directly linked to its objectives, our resources can be used to support any scheme that follows the National Curriculum.

## Our GPS Resources

Steps may include some or all of these resources; please see the following slides for details of which steps are fully resourced, and which are partially resourced.

| Resource                                                                                                                                            | Description                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Varied Fluency and Application and Reasoning worksheets</b><br> | These worksheets offers a range of Varied Fluency and Application and Reasoning questions to allow pupils to apply their learning from the teaching PowerPoint and practise the main skill. We also offer a third Mixed Activity worksheet, which provides a combination of both Varied Fluency and Application and Reasoning questions on a single page.                                 |
| <b>Teaching PowerPoint / Lesson Slides</b><br>                     | Our Teaching PowerPoints provide an opportunity to assess your pupils' understanding of prior learning, before guiding them through the steps required to consolidate the learning of the main skill. There are opportunities throughout to check pupils' knowledge and understanding so that you have the information you need to provide quality first teaching within the main lesson. |
| <b>Homework</b><br>                                              | Ideal to use for homework or as an extension task, this worksheet includes a range of Varied Fluency and Application and Reasoning questions to consolidate pupils' understanding of the main skill.                                                                                                                                                                                      |
| <b>Mixed Activity</b><br>                                        | A worksheet that combines Varied Fluency questions with three Application or Reasoning questions, all on one handy page. Ideal to use as a recap, for homework or with small group interventions.                                                                                                                                                                                         |

| Resource                                                                                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prior Learning</b><br>       | A worksheet that covers previous learning (where applicable) from either an earlier step or an earlier year group.                                                                                                                                                                                                                                                                                                 |
| <b>Modelling PowerPoint</b><br> | Modelling PowerPoints provide an opportunity to work through example questions that might be found on the Varied Fluency and Application and Reasoning worksheets. This allows teachers to demonstrate how to answer different types of question correctly.                                                                                                                                                        |
| <b>Display Pack</b><br>         | Our GPS Display Packs include the appropriate set of common exception words and examples of the grammatical terms and punctuation relevant to each Key Stage. The packs are ideal to display on a working wall for children to use as a reference throughout the year.                                                                                                                                             |
| <b>Assessments</b><br>        | At the end of each term, you may want to assess pupils' knowledge of all the blocks and small steps covered so far that term. Assessment packs are available for Years 1 – 6 and include SATs style assessments, a mark scheme with content domain coverage, small step coverage with suggested levels, and a teacher assessment spreadsheet to identify pupils working at different levels within the year group. |

## References

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**Department for Education. (2014).** National curriculum. Retrieved from <https://www.gov.uk/government/collections/national-curriculum>

**Department for Education. (2013)** English programmes of study for KS1 and KS2  
[https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf)

**Ofsted. (2023a).** School inspection handbook for September 2023. Retrieved from <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>

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<https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report>

# Y2 GPS Yearly Overview

|        | 1              | 2                 | 3           | 4      | 5              | 6                           | 7            | 8      | 9 | 10               | 11         | 12         |
|--------|----------------|-------------------|-------------|--------|----------------|-----------------------------|--------------|--------|---|------------------|------------|------------|
| Autumn | Ready to Write |                   |             | Commas | Word Classes 1 |                             | Conjunctions |        |   | Sentence Types 1 |            | Assessment |
| Spring | Word Classes 2 |                   | Apostrophes |        |                | Sentence Types 2            |              | Tenses |   |                  | Suffixes 1 | Assessment |
| Summer | Suffixes 2     | Assessment (SATs) |             |        |                | Consolidation (Key Stage 1) |              |        |   |                  |            | Assessment |

# Y2 Autumn Unit Plans

| Ready to Write                                   |                 |                     | Commas                       |                 |                     | Word Classes                        |                 |                     | Conjunctions                             |                 |                     | Sentence Types 1      |                 |                     | Assessment |
|--------------------------------------------------|-----------------|---------------------|------------------------------|-----------------|---------------------|-------------------------------------|-----------------|---------------------|------------------------------------------|-----------------|---------------------|-----------------------|-----------------|---------------------|------------|
| Step Name                                        | Fully Resourced | Partially Resourced | Step Name                    | Fully Resourced | Partially Resourced | Step Name                           | Fully Resourced | Partially Resourced | Step Name                                | Fully Resourced | Partially Resourced | Step Name             | Fully Resourced | Partially Resourced |            |
| Capital Letters                                  | X               |                     | Recognising Commas in a List | X               |                     | What are Nouns?                     | X               |                     | Using 'so', 'and', 'but' and 'or'        | X               |                     | Recognising Questions |                 | X                   |            |
| Full Stops, Question Marks and Exclamation Marks | X               |                     | Writing Lists                |                 | X                   | What are Adjectives?                | X               |                     | Recognising 'because' and 'that'         |                 | X                   | Using Questions       | X               |                     |            |
| Recognising Common Nouns and Proper Nouns        | X               |                     |                              |                 |                     | Recognising Adjectives in Sentences | X               |                     | Using 'because' and 'that'               | X               |                     | Recognising Commands  | X               |                     |            |
| Recognising Sentences                            | X               |                     |                              |                 |                     | Using Adjectives in Sentences       |                 | X                   | Recognising 'when' and 'if'              |                 | X                   | Using Commands        |                 | X                   |            |
| Recognising Sentences using Conjunctions         |                 | X                   |                              |                 |                     | Double Adjectives with Commas       |                 | X                   | Using 'when' and 'if'                    | X               |                     |                       |                 |                     |            |
| Using Conjunctions in Sentences                  | X               |                     |                              |                 |                     | Adjectives after the Noun           | X               |                     | Using 'because', 'that', 'what' and 'if' | X               |                     |                       |                 |                     |            |
|                                                  |                 |                     |                              |                 |                     |                                     |                 |                     |                                          |                 |                     |                       |                 |                     |            |
|                                                  |                 |                     |                              |                 |                     |                                     |                 |                     |                                          |                 |                     |                       |                 |                     |            |

# Y2 Spring Unit Plans

| Word Classes 2                   |                 |                     | Apostrophes                     |                 |                     | Sentence Types 2         |                 |                     | Tenses                                     |                 |                     | Suffixes 1                        |                 |                     | Assessment |  |  |  |
|----------------------------------|-----------------|---------------------|---------------------------------|-----------------|---------------------|--------------------------|-----------------|---------------------|--------------------------------------------|-----------------|---------------------|-----------------------------------|-----------------|---------------------|------------|--|--|--|
| Step Name                        | Fully Resourced | Partially Resourced | Step Name                       | Fully Resourced | Partially Resourced | Step Name                | Fully Resourced | Partially Resourced | Step Name                                  | Fully Resourced | Partially Resourced | Step Name                         | Fully Resourced | Partially Resourced |            |  |  |  |
| Different Types of Verbs         | X               |                     | Recognising Simple Contractions |                 | X                   | Recognising Exclamations |                 | X                   | Recognising Simple Past and Present Tenses |                 | X                   | Compound Nouns                    | X               |                     |            |  |  |  |
| What are Adverbs?                | X               |                     | Using Simple Contractions       | X               |                     | Using Exclamations       | X               |                     | Using Simple Past and Present Tenses       | X               |                     | Adding ‘-ment’, ‘-er’ and ‘-ness’ | X               |                     |            |  |  |  |
| Adding -ly (to words)            | X               |                     | Introducing Possession          | X               |                     | Recognising Statements   |                 | X                   | Recognising Past Progressive Tense         |                 | X                   | Adding ‘-ful’ and ‘-less’         | X               |                     |            |  |  |  |
| Recognising Adverbs in Sentences |                 | X                   | Plural or Possessive?           | X               |                     | Using Statements         | X               |                     | Using Past Progressive Tense               | X               |                     |                                   |                 |                     |            |  |  |  |
| Using Adverbs in Sentences       | X               |                     |                                 |                 |                     | All Four Sentence Types  | X               |                     | Recognising Present Progressive Tense      |                 | X                   |                                   |                 |                     |            |  |  |  |
|                                  |                 |                     |                                 |                 |                     |                          |                 |                     | Using Present Progressive Tense            | X               |                     |                                   |                 |                     |            |  |  |  |
|                                  |                 |                     |                                 |                 |                     |                          |                 |                     |                                            |                 |                     |                                   |                 |                     |            |  |  |  |
|                                  |                 |                     |                                 |                 |                     |                          |                 |                     |                                            |                 |                     |                                   |                 |                     |            |  |  |  |
|                                  |                 |                     |                                 |                 |                     |                          |                 |                     |                                            |                 |                     |                                   |                 |                     |            |  |  |  |

# Y2 Summer Unit Plans

| Suffixes 2                                          |                 |                     | Consolidation                                     |                 |                     | Assessment |
|-----------------------------------------------------|-----------------|---------------------|---------------------------------------------------|-----------------|---------------------|------------|
| Step Name                                           | Fully Resourced | Partially Resourced | Step Name                                         | Fully Resourced | Partially Resourced |            |
| Adding '-er' for Comparative Adjectives             | X               |                     | Consolidating the Alphabet - Upper and Lower Case | X               |                     |            |
| Adding '-est' for Superlative Adjectives            | X               |                     | Consolidating Punctuating Sentences               | X               |                     |            |
| Comparing and Ordering Comparative and Superlatives | X               |                     | Consolidating Nouns and Verbs                     | X               |                     |            |
|                                                     |                 |                     | Consolidating Capital Letters                     | X               |                     |            |
|                                                     |                 |                     | Consolidating Conjunctions                        | X               |                     |            |
|                                                     |                 |                     | Consolidating Commas and Conjunctions             | X               |                     |            |
|                                                     |                 |                     | Consolidating Singular or Plural                  | X               |                     |            |
|                                                     |                 |                     | Consolidating Prefixes and Suffixes               | X               |                     |            |
|                                                     |                 |                     | Consolidating Adverbs                             | X               |                     |            |
|                                                     |                 |                     | Consolidating Apostrophes                         | X               |                     |            |
|                                                     |                 |                     | Consolidation of Sentence Types 1                 |                 | X                   |            |
|                                                     |                 |                     | Consolidation of Sentence Types 2                 |                 | X                   |            |
|                                                     |                 |                     | Consolidating Past and Present Tense              |                 | X                   |            |