

Pupils in Year 2 should be taught to:

Reading:

Maintain positive attitudes to reading and understanding of what they read by:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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 unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Understand what they read by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Making inferences on the basis of what is being said and done.

Answering and asking questions.

Predicting what might happen on the basis of what has been read so far.

Distinguish between statements of fact and opinion.

Reading assessment evidence in Year 2 should focus on:

Poetry; modern fiction; classic fiction; library use; non-fiction; traditional stories and whole books read aloud. In addition to this, pupils should be provided with opportunities to:

- enjoy reading
- read aloud wider range of poetry and age-appropriate books with accuracy and expression
- presenting a familiar story through drama, pictures and in their own words
- read with growing fluency
- read widely and frequently outside school as well as inside school for pleasure and information
- review familiar books and recommend books to others, giving reasons
- recite familiar poetry off by heart
- find similarities and differences between known books
- broaden their vocabulary giving definitions for new words they find in texts

Writing:

In Spelling:

- segmenting spoken words into phonemes and representing these by graphemes
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

In Handwriting:

Write legibly, fluently and with increasing speed by:

- 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

In Composition:

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning

In Vocabulary, Grammar and Punctuation:

Develop their understanding of key concepts by:

- develop their understanding of the concepts set out in English Appendix 2 by:
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Continue to develop independent spelling by:

- Pupils should learn to spell new words correctly and have plenty of practice in spelling them.
- Pupils should continue to be supported in understanding and applying the concepts of word structure.
- Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Develop their understanding of key concepts by:

- Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.
- These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.
- Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.
- Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels

Indicate grammatical and other features by:

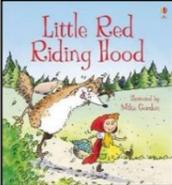
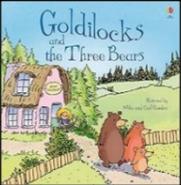
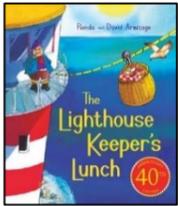
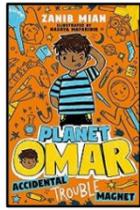
- Grammar should be taught explicitly
- Pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.
- At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt for example, in writing dialogue for characters]

Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

English - Appendix 2: Vocabulary, grammar and punctuation

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p>
Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

English Curriculum Overview - Year 2

Text	<p>Little Red Riding Hood <i>The Brother's Grim</i></p>  <p>Traditional Tales Fiction</p>	<p>Goldilocks <i>The Brother's Grim</i></p>  <p>Traditional Tales Fiction</p>	<p>The Lighthouse Keeper's Lunch <i>Ronda and David Armitage</i></p>  <p>Modern Classic</p>	<p>The Secret Garden <i>Frances Hodgson Burnett</i></p>  <p>Classic Fiction</p>	<p>Planet Omar <i>Zanib Mian</i></p>  <p>Diverse Fiction</p>
Reading	<ul style="list-style-type: none"> Show some awareness that writers have viewpoints e.g. "She thinks it's not fair." Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked. Identify common themes in traditional tales Recall straightforward information e.g. names of characters Be able to answer and ask questions by locating information in texts e.g. about characters Discuss sequence of events in stories Simple, most obvious points identified e.g. about information from different places in the text Understand that non-fiction texts are structured in different ways 	<ul style="list-style-type: none"> Work out meanings of some new vocabulary from context and knowledge Recognise recurring literary language e.g. long ago. Make plausible predictions based on reading of text e.g. "He's going to run away," or "I think it will tell us how the fire started" Track a character through a story and see how they change. Recognise the main purpose of a text e.g. "It tells you how to make a sandwich ..." Identify typical features of instructional texts and note their purpose Discuss and identify how the writer sequences the instructions 	<ul style="list-style-type: none"> Understand that instructional texts are structured in different ways from other non-fiction texts Comment on language choices e.g. imperative verbs Analyse pieces of dialogue for what it shows about characters Be able to answer and ask questions by locating information in texts e.g. about the characters Recall straightforward information Identify some familiar patterns of language e.g. first, next, etc. Discuss precision of language choices In a book they are reading independently they can make inferences and plausible predictions about what might happen next 	<ul style="list-style-type: none"> Make plausible inferences based on a single point of reference in the text e.g. give reasons for why things happen Use evidence including quotations from or references to the text Learn about characters and make inferences by looking at what they say and do Make links between the book they are reading and others they have read Comment on language choices e.g. exaggerated words, use of strong adjectives and verbs 	<ul style="list-style-type: none"> Use personal experience to connect with texts e.g. a response based on what they personally would be feeling Discuss sequence of events in recounts Work out meanings of new vocabulary from context Recognise the main purpose of a text as persuasive Show some awareness that writers have viewpoints Identify similarities and differences between different types of persuasive texts e.g. adverts, posters, letters. Express personal responses, including likes and dislikes with reasons Recall straightforward information Be able to answer and ask questions by locating information in persuasive texts
Writing	<ul style="list-style-type: none"> Narrative – Write a character description using powerful adjectives and ideas from the text Report - Write a non-chronological report about wolves including technical vocabulary 	<ul style="list-style-type: none"> Narrative – Retell a familiar story complete with characters and setting. Instructions - Write a set of instructions about how to make porridge using time connectives 	<ul style="list-style-type: none"> Narrative – Write an apology letter from the seagulls to Mr. Grinling. Give reasons based upon events from the story Book Review – Write a book review about the text giving reasons why you would or wouldn't recommend it 	<ul style="list-style-type: none"> Narrative – Write in role from a character's viewpoint in the first person Description - Write a description of the secret garden with expanded noun phrases and similes 	<ul style="list-style-type: none"> Narrative – Write a diary from Omar's viewpoint including feelings and opinions Persuasion - Write a persuasive letter from Omar to the class bully persuading him to leave Omar alone and that it's alright to be different
Grammar & Punctuation	<ul style="list-style-type: none"> Identify nouns including common and proper nouns Use of co-ordinating conjunctions e.g. because, when, if, that Use of questions and question marks Use of exclamation sentences using an exclamation marks Identify different sentence types 	<ul style="list-style-type: none"> Add suffixes to words in sentences Identify words in past and present tense Change words to contracted forms Change contracted words to separate words Use commas in a list 	<ul style="list-style-type: none"> Change contracted words to separate words Use adverbs in sentences Add prefixes to root words Use apostrophes to show possession Identify a phrase. 	<ul style="list-style-type: none"> Change words from present to past tense Change words to plurals by adding 's' Change words to plurals by adding 'es' Identify nouns including common and proper nouns 	<ul style="list-style-type: none"> Use subordinating conjunctions e.g. because, when, if, that Identify nouns including common and proper nouns Use subordinating connectives e.g. because, when, if, that
Spelling	<ul style="list-style-type: none"> Or sound: The Or sound spelt with a before l and ll Soft C: When c comes just before l, y or e it usually makes the 's' sound Suffixes: 'Adding the suffix 'y'. Add 'y' to root words. For some we double the final consonant before adding 'y'. In some words we drop the 'e' and add 'y'. Homophones: Words which sound the same but have different meanings are homophones, e.g. see and see. 	<ul style="list-style-type: none"> Suffixes: Adding the 'ly' suffix. We add 'ly' to a root word to make an adverb. When a word ends in a 'y' we swap th 'y' for an 'i' before adding 'ly'. N sound spelt 'kn' and 'gn': Some words begin with the 'n' sound spelt 'kn', e.g. knight. The 'n' sound at the start of a word can also be spelt 'gn'. Igh sound spelt 'y': If the end of a word sounds like 'igh', it is almost always spelt with a 'y'. 	<ul style="list-style-type: none"> Adding the 'ing' suffix: If a word ends in a short vowel sound and a consonant, we double the consonant before adding -ing Homophones: Words that sound the same but have different meanings and spellings are called homophones. Adding the 'ing' suffix: If a word ends in 'e', we drop the 'e' before adding the suffix -ing. The 'j' sound: The 'j' sound is always spelt 'j' before 'a', 'o' and 'u'. It is often spelt 'g' before 'e', 'i' or 'y'. 	<ul style="list-style-type: none"> Contractions and apostrophes: We squash two words together to make one word, e.g. I am becomes I'm. An apostrophe has taken the place of the missing letters. O sound spelt 'a' after 'w' and 'qu': Spell 'o' with an 'a' after 'w' as in wash. Spell 'o' with an 'a' after 'qu' as in squash. Adding the suffix -ed': e.g. double the consonant then ad 'ed' or 'swap the y for an i' then add 'ed' 	<ul style="list-style-type: none"> U sound spelt 'o', 'or' sound spelt 'ar after 'w': Sometimes the 'u' sound is spelt with the letter 'o'. The letters 'ar' after the letter 'w' make the 'or' sound. Adding the suffix -ed: If a word ends in 'e', we drop the 'e' before adding 'ed'. R sound spelt 'wr': Some words begin with the 'r' sound spelt 'wr'. Adding the suffixes 'er' or 'est': If a word ends in 'e', we drop the 'e' before adding 'er' or 'est'. If a word ends in 'y' swap the 'y' for an 'i' before adding 'er' or 'est'.