

# Year 2

## READING

READING - WORD READING	READING - COMPREHENSION
<ul style="list-style-type: none"><li>□ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>□ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>□ read accurately words of two or more syllables that contain the same GPCs as above</li><li>□ read words containing common suffixes</li><li>□ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li><li>□ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li><li>□ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>□ re-read these books to build up their fluency and confidence in word reading.</li></ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"><li>□ listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li><li>□ discussing the sequence of events in books and how items of information are related</li><li>□ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>□ being introduced to non-fiction books that are structured in different ways</li><li>□ recognising simple recurring literary language in stories and poetry</li><li>□ discussing their favourite words and phrases</li><li>□ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"><li>□ drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>□ checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>□ making inferences on the basis of what is being said and done</li><li>□ answering and asking questions</li><li>□ predicting what might happen on the basis of what has been read so far</li></ul> <p>□ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>□ Explain and discuss their understanding of books, poems and other</p>

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	material, both those that they listen to and those that they read for themselves.
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## WRITING

TRANSCRIPTION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION
<p style="text-align: center;"><b><u>SPELLING</u></b></p> <p>Spell by:</p> <ul style="list-style-type: none"> <li>□ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>□ 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</li> <li>□ learning to spell common exception words</li> <li>□ learning to spell more words with contracted forms</li> <li>□ distinguishing between homophones and near-homophones</li> </ul> <p>Add suffixes to spell longer words, e.g. <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i></p> <p>Apply spelling rules and guidelines, as listed in Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p style="text-align: center;"><b><u>HANDWRITING</u></b></p> <ul style="list-style-type: none"> <li>□ form lower-case letters of the correct size</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>□ writing narratives about personal experiences and those of others (real and fictional)</li> <li>□ writing about real events</li> <li>□ writing poetry</li> <li>□ writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>□ planning or saying out loud what they are going to write about</li> <li>□ writing down ideas and/or key words, including new vocabulary</li> <li>□ encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>□ evaluating their writing with the teacher and other pupils</li> <li>□ 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</li> <li>□ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>□ Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> <li>□ learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> </ul> <p>Learning how to use:</p> <ul style="list-style-type: none"> <li>□ sentences with different forms: statement, question, exclamation, command</li> <li>□ expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></li> <li>□ the present and past tenses correctly and consistently including the progressive form</li> <li>□ subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>)</li> <li>□ learning the grammar in column 1 of year 2 in Appendix 2</li> <li>□ using some features of written Standard English</li> </ul> <ul style="list-style-type: none"> <li>□ Use and understand the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul>

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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.		
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The table below shows some of the texts that children will be using as part of their English and Creative Curriculum lessons.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	Sword in the Stone / King Arthur Quests	Roald Dahl - Matilda	Roald Dahl - Matilda  World Book Week	Aliens love underpants series  Freedman and Cort  Roald Dahl - The Magic Finger	Roald Dahl - Fantastic Mr Fox / Esio Trot  Owl Babies - Martin Waddell	