



Year 2 English Curriculum

READING	Word Reading	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Recognise alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p>
	Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding 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 he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.</p> <p>Make inferences on the basis of what is said and done in a book he/she is reading independently.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p>

WRITING	Transcription	<p>Spelling</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</p> <p>Spell by 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.</p> <p>Spell many common exception words.</p> <p>Spell most common exception words.</p> <p>Spell some words with contracted forms.</p> <p>Spell most words with contracted forms.</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book.</p> <p>Spell by distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.</p> <p>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly).</p> <p>Apply spelling rules and guidance, as listed in (English Appendix 1).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Handwriting</p> <p>Form lower-case letters of the correct size relative to one another in some of his/her writing.</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>
	Composition	<p>Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Write poetry to develop positive attitudes and stamina for writing.</p> <p>Write for different purposes to develop positive attitudes and stamina for writing.</p> <p>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.</p> <p>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.</p> <p>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.</p> <p>Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.</p> <p>Read aloud what he/she has written with appropriate intonation to make the meaning clear.</p>

**Vocabulary,
Grammar and
Punctuation**

Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.

Form adjectives using suffixes such as -ful, -less.

Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.

Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

Use present and past tense mostly correctly and consistently.

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.

Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.

Use question marks and exclamation marks appropriately.

Use commas to separate items in a list.

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.

Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.