



Sand Hutton and Warthill Federated Church of England (VC) Primary Schools

ENGLISH

Year 2

Spoken Language	Reading – word reading	Reading – comprehension	
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<p>On entry to Year 2, be able to read all common graphemes.</p> <ul style="list-style-type: none"> • Read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to their level of word reading knowledge. • Read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. • The reading of common exception words [for example, you, could, many, or people], should be secure. • Be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. <p>During year 2, rapidly developing accuracy and speedy word reading skills in line with age related expectations.</p> <p>Listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.</p>	Listen to, discuss and express 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.	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.		Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.		Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Ask relevant questions to extend their understanding and knowledge.		Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	
Gain, maintain and monitor the interest of the listener(s).		Discuss the sequence of events in books and how items of information are related.	
Use relevant strategies to build their vocabulary.		Be introduced to non-fiction books that are structured in different ways and recognise simple recurring literary language in stories and poetry.	
Participate in discussions, presentations, performances, role play, improvisations and debates.		Draw on what they already know or on background information and vocabulary provided by the teacher.	
Speak audibly and fluently with an increasing command of Standard English.		Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Discuss their favourite words and phrases.
Consider and evaluate different viewpoints, attending to and building on the contributions of others.		Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	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.
Development across the whole curriculum – cognitively, socially and linguistically.			
Continual development of pupils' confidence and competence in spoken language and listening skills across subjects.	Read accurately words of two or more syllables that contain the same graphemes as above.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	
Adopt, create and sustain a range of roles, responding appropriately to others in role.	Re-read these books to build up their fluency and confidence in word reading.		
Capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Understand both the books that they can already read accurately and fluently and	

Improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	<p>those that they listen to by:</p> <ul style="list-style-type: none"> • 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.
Use discussion to probe and remedy their misconceptions.	Read words containing common suffixes.	
Understand and use the conventions for discussion and debate.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
Listen and respond appropriately to adults and their peers.		
Make their thinking clear to themselves as well as to others.		
Articulate and justify answers, arguments and opinions.		
Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.		
Writing - transcription	Writing – composition	Writing – vocabulary, grammar and punctuation
At the beginning of year 2, be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt.	At the beginning of year 2, be able to compose individual sentences orally and then write them down.	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).
	Demonstrate advanced motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally.	
During Year 2, know and understand that there is not always an obvious connection between the way a word is said and the way it is spelt.	Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes. 	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<ul style="list-style-type: none"> • Know different ways of spelling the same sound. • The use of ‘silent’ letters and groups of letters in some words. • Spelling that has become separated from the way that words are now pronounced, such as the ‘le’ ending in table. 		
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Learn how to use: <ul style="list-style-type: none"> • 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.
Spell by: <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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]. 	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.	
Apply spelling rules and guidance, as listed in English Appendix 1 .	Handwriting	Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • 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].
Distinguish between homophones and near-homophones.	At the beginning of year 2, be able to form individual letters correctly, demonstrating good handwriting habits.	
Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.	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.

	Spoken Language	Reading – word reading	Reading – comprehension	Writing – transcription (Spelling)	Writing – composition	Handwriting	Overall and comments:
TS ES GD							