



Year 2 English Overview

Reading – Word Recognition

Pupils should be taught to:

- 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 out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading - Comprehension

Pupils should be taught to:

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 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
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - 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
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



Spelling

Pupils should be taught to spell by:

- 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]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Statutory Requirements from Appendix 1

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| <ul style="list-style-type: none"> ▪ The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y ▪ The /s/ sound spelt c before e, i and y ▪ The /n/ sound spelt kn and (less often) gn at the beginning of words ▪ The /r/ sound spelt wr at the beginning of words ▪ The /l/ or /əl/ sound spelt –le at the end of words ▪ The /l/ or /əl/ sound spelt –el at the end of words ▪ The /l/ or /əl/ sound spelt –al at the end of words ▪ Words ending –il ▪ The /aɪ/ sound spelt –y at the end of words ▪ Adding –es to nouns and verbs ending in –y ▪ Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it ▪ Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it ▪ Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter | <ul style="list-style-type: none"> ▪ The /ɔ:/ sound spelt a before l and ll ▪ The /ʌ/ sound spelt o ▪ The /i:/ sound spelt –ey ▪ The /ɒ/ sound spelt a after w and qu ▪ The /ɜ:/ sound spelt or after w ▪ The /ɔ:/ sound spelt ar after w ▪ The /ɜ:/ sound spelt s ▪ The suffixes –ment, –ness, –ful, –less and –ly ▪ Contractions ▪ The possessive apostrophe (singular nouns) ▪ Words ending in –tion ▪ Homophones and near-homophones ▪ Common exception words |
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Writing - Handwriting	Writing - Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <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 ▪ 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 clear.
Writing – Vocabulary, Grammar and Punctuation	
<p>Pupils should be taught to 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)</p> <p>Learning how to use:</p> <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 <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	
Vocabulary, Grammar and Punctuation Statutory Requirements from Appendix 2	
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 (A fuller list of suffixes can be found on page 3 in the year 2 spelling section in English Appendix 1)</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	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

NB: To ensure coverage of new NC programme of study for Y2, teachers should highlight and date each objective, as and when it is covered. Please note, this outlines the statutory core knowledge that has to be taught in Y2. Please add to this and enhance it to avoid superficial joining of the dots coverage. Remember purpose & vision – think big & beyond!



Year 2 EoY Expectations for Writing
Broken down into possible termly targets - to show possible order of coverage

I can say out loud what I am going to write about.	I can use 'when' and 'because' to extend my sentences.	I can use 'that' and 'because' to join my sentences.
I can write words in the present tense in my writing.	I can add the suffix 'ful' to make longer words.	I can use verbs that make my writing more interesting to the reader.
I can write words in the past tense in my writing.	I can write key words and plan my ideas.	I can proof read my work to check for spelling mistakes.
I can add the suffix 'less' to make longer words.	I am beginning to use different sentence openers.	I can add the suffix 'ly' to make longer words.
My ascenders are tall.	I can evaluate my work with my teacher.	I can use apostrophes in my writing.
My descenders sit below the line.	I can use time connectives such as next, then, after, first.	I can write subheadings.
I can use 'or' and 'but' to join my sentences.	I can use exclamation marks correctly in my work.	I am joining some of my letters correctly.
I leave spaces between my words that reflect the size of my letters.	I am beginning to use commas in a list correctly.	I can write homophones - <i>their, there, they're</i>
I can write questions in my writing.	I can use question marks correctly in my writing.	I can use and spell <i>can't</i> and <i>couldn't</i> correctly in my work.
I can use pronouns – <i>he, she, his, her.</i>	I can write subheadings.	
I can use adventurous adjectives.	I can use 'when' and 'because' to extend my sentences.	
I can read my work to check it makes sense.	I can add the suffix 'ful' to make longer words.	
My capital letters are larger than my lower case letters.	I know the difference between a statement, question, exclamation and command.	

NB: To be on track to meet EoY expectations in writing, Y2 pupils should meet the termly targets above. Pupils need to prove that they can consistently meet all of these targets and that the skills are imbedded into long term memory. The targets can be used to ensure coverage of the NC and can also be taught in any order. They can be stuck into pupil's books but must be adapted by each school to meet the needs of each class. These are the bare essentials only and should not hinder accelerated progress. You need to go beyond the bare minimum.