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| Y2 **YEAR 2****National Curriculum****Reading (Word Reading)****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.**(refer to NC for non-statutory guidance)****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. 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.**Writing (Transcription)**Spelling (see English Appendix 1) 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**Handwriting****Pupils should be taught to:** ♣ 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.**Writing (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 clear.**Vocabulary, Grammar & Punctuation****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) ♣ 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.**Appendix 2** |
| **Y2 Texts** | **Spoken Language** | **Reading (Word Reading)** | **Reading (Comprehension)** | **Writing (Transcription)****Spelling Shed Programme****Red Rose Phonics Programme** | **Writing (Composition)** | **Vocabulary, Punctuation & Grammar** |
| **Bob: The Man on the Moon** |  Ask relevant questions to clarify understanding. Participate in role-play and hot seating (e.g., Interview Bob about his job). Explain and discuss their understanding of books. |  Continue to apply phonic knowledge and skills to decode words. Read most common exception words fluently. |  Develop pleasure in reading by discussing books and poems. Make inferences based on what is said and done (e.g., How does Bob feel about his job? Does he know about the aliens?). Predict what might happen based on what has been read so far. Discuss the sequence of events in books and how items of information are related. |  |  Write narratives about personal experiences and those of others (real or fictional) (e.g., Write a diary entry as Bob). Write for different purposes (e.g., A job advertisement for a Moon Tour Guide, a letter from Bob to his family). Plan ideas before writing and make simple additions and corrections. |  Use expanded noun phrases to describe and specify (e.g., *the bright, glowing Moon*). Use subordination (because, when, if) and coordination (and, or, but). Use the past and present tense correctly. Use question marks and exclamation marks (e.g., “What do the aliens want?”). |
| **Rapunzel (Bethan Woolvin)** |  Participate in role-play and drama (e.g., *Hot seat the witch or Rapunzel*). Explain and discuss their understanding of books, including alternative versions of fairy tales. Ask and answer questions to develop ideas about the characters and story. |  Read accurately by blending sounds in words. Read aloud books closely matched to their improving phonic knowledge. |  Develop pleasure in reading by discussing books, traditional tales, and alternative versions. Make inferences based on what is said and done (e.g., *How does Rapunzel feel about the witch?*). Predict what might happen based on what has been read so far (e.g., *What will Rapunzel do next?*). Discuss the structure of traditional tales and how this version is different. |  |  Write narratives about real or fictional experiences (e.g., *Retell the story from the witch’s point of view*). Write for different purposes (e.g., *A newspaper report on Rapunzel’s escape*). Plan and edit writing, making simple additions, revisions, and corrections. |  Use expanded noun phrases for description (e.g., *the wicked, sneaky witch*). Use subordination (*because, when, if*) and coordination (*and, but, so*). Use the past and present tense correctly. Use punctuation correctly, including exclamation marks and question marks (e.g., *"How will Rapunzel escape?"*). |
| **Winter Sleep – A Hibernation Story** |  Ask relevant questions to extend understanding (e.g., *Why do some animals hibernate while others don’t?*). Participate in discussions and role-play (e.g., *Imagine you are a hibernating animal—how do you feel?*). Retell the story in their own words and explain key facts about hibernation. |  Read accurately by blending sounds in unfamiliar words. Read aloud books matched to their developing phonic knowledge. |  Develop pleasure in reading by listening to and discussing non-fiction and storybooks. Answer and ask questions about the text (e.g., *Why do animals hibernate?*). Make inferences about the characters and events (e.g., *How does the child feel while walking through the winter landscape?*). Discuss the key features of non-fiction writing (e.g., *How does the book teach us about hibernation?*). |  |  Write narratives about real and fictional experiences (e.g., *Write a story from the perspective of a hibernating animal*). Write for different purposes (e.g., *A fact file on hibernation, a winter nature poem*). Plan and edit writing, making simple additions and corrections. |  Use expanded noun phrases for description (e.g., *the quiet, snowy forest*). Use subordination (*because, when, if*) and coordination (*and, but, so*). Use the past and present tense correctly. Use question marks and exclamation marks (e.g., *"What happens to animals in winter?"*) |
| **Lila and the Secret of Rain** |  Ask and answer questions to build understanding (e.g., *How does life in Lila’s village compare to our own?*). Retell the story in their own words, considering character emotions. Participate in role-play and hot-seating (e.g., *Imagine you are Lila—how do you feel when the rain finally comes?*). |  Read accurately by blending sounds in unfamiliar words. Read aloud books closely matched to their developing phonic knowledge. |  Develop pleasure in reading by discussing books from different cultures. Answer and ask questions about the text (e.g., *Why is rain so important to Lila’s village?*). Make inferences based on what is said and done (e.g., *How does Lila feel at different points in the story?*). Predict what might happen next based on what has been read. |  |  Write narratives about real and fictional experiences (e.g., *Write a diary entry as Lila*). Write for different purposes (e.g., *A weather report for Lila’s village, a persuasive letter asking for help with the drought*). Plan and edit writing, making simple revisions and corrections. |  Use expanded noun phrases for description (e.g., *the hot, dry land*). Use subordination (*because, when, if*) and coordination (*and, but, so*). Use the past and present tense correctly. Use question marks and exclamation marks (e.g., *"When will the rain come?"*). |
| **The Secret of Black Rock** |  Ask and answer questions to build understanding (e.g., *Why did the fishermen think Black Rock was dangerous?*). Retell the story in their own words, focusing on key events. Participate in role-play and hot-seating (e.g., *Imagine you are Erin explaining Black Rock to the villagers*). |  Read most common exception words fluently. Read aloud books closely matched to their improving phonic knowledge. |  Develop pleasure in reading by discussing books with different themes (e.g., *adventure, mystery, and the environment*). Make inferences based on what is said and done (e.g., *How does Erin feel when she first sees Black Rock?*). Predict what might happen next based on what has been read. Discuss the setting, characters, and main events in the story. |  |  Write narratives about real and fictional experiences (e.g., *Write a diary entry as Erin describing her adventure*). Write for different purposes (e.g., *A newspaper report on Erin’s discovery, a persuasive letter to protect Black Rock*). Plan and edit writing, making simple revisions and corrections. |  Use expanded noun phrases for description (e.g., *the deep, mysterious ocean*). Use subordination (*because, when, if*) and coordination (*and, but, so*). Use the past and present tense correctly. Use question marks and exclamation marks (e.g., *"What secrets does Black Rock hide?"*). |
| **The Magic Finger** |  Ask and answer questions to build understanding (e.g., *Was it fair for the Greggs to turn into birds?*). Retell the story in their own words, focusing on key events. Participate in role-play and hot-seating (e.g., *Imagine you are the girl—how do you feel about your magic power?*). |  Read most common exception words fluently. Read aloud books closely matched to their improving phonic knowledge. |  Develop pleasure in reading by discussing books with a clear moral message. Make inferences based on what is said and done (e.g., *How does the girl feel when she uses the Magic Finger?*). Predict what might happen next based on what has been read. Discuss the sequence of events and how actions have consequences in the story |  |  Write narratives about real and fictional experiences (e.g., *Write a diary entry from the girl’s perspective*). Write for different purposes (e.g., *A letter from the Gregg family apologising for hunting, a newspaper report about the strange transformation*). Plan and edit writing, making simple revisions and corrections |  Use expanded noun phrases for description (e.g., *the shocked, feather-covered Greggs*). Use subordination (*because, when, if*) and coordination (*and, but, so*). Use the past and present tense correctly. Use question marks and exclamation marks (e.g., *"What has happened to us?"*). |