

Reading



The reading objectives below should be covered throughout the entire year. Each should be consolidated and refreshed continually during literacy lessons, through a wide range of texts and activities, resulting in engaging, varied writing outcomes.

Comprehension

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 they can already read accurately and fluently, and those 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
- ✓ discussing the significance of the title and events
- ✓ making inferences on the basis of what is being said and done

- ✓ predicting what might happen on the basis of what has been read so far
- ✓ participating in discussion about what is read to them, taking turns and listening to what others say
- ✓ explaining clearly their understanding of what is read to them.

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.

Writing



The writing objectives below are best taught as part of a unit of work during the 'plan', 'draft and write', 'evaluate and edit' and 'read aloud and perform' sections of a unit of work. Teachers should refer to these objectives during every unit of work and across a range of 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.

Pupils should 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 keywords, including new vocabulary
- ✓ encapsulating what they want to say, sentence by sentence.

Pupils should 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
- ✓ proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences should be punctuated correctly)
- ✓ reading aloud what they have written with appropriate intonation to make the meaning clear.

Notes and guidance

Reading and listening to whole books, not simply

extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown, the skills and processes essential to writing: thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Shared writing – modelling and demonstration

Pupils would benefit from teachers who explicitly model and demonstrate the writing process for them. Teachers should model their thought process and show children how to say a sentence out loud before writing it. E.g. *I am using a capital letter to start my sentence ... I am going to write ... What do I need at the end?*

Handwriting and presentation

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.

Spoken language



In Year 2, discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they have read and have opportunities to try out the language they have listened to.

Pupils should:

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ use relevant strategies to build their vocabulary
- ✓ articulate and justify answers, arguments and opinions
- ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English
- ✓ participate in discussions, presentations, performances, role-play, improvisations and debates
- ✓ gain, maintain and monitor the interest of the listener(s)
- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ select and use appropriate registers for effective communication.

→ Notes and guidance

- These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.
- Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.
- Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.
- Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Grammar and punctuation

Teaching strategies

'The grammar of our first language is learned naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking (see strategies below). Once pupils are familiar with a grammatical concept (e.g. 'modal verb'), they should be encouraged to apply and explore this concept in the grammar of their own speech and writing, and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.'

National Curriculum English Appendix 2: Vocabulary, grammar and punctuation



Apply in reading

Analyse the sentences used in reading and discuss the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. It might be helpful to colour code the different types of sentences.



Apply in writing

Teachers should model the use of the different types of sentences to children. E.g. *I am using a capital letter to start my sentence, but I am asking a question so I will use a question mark at the end.*



Apply in spoken language

Depending on the type of spoken language, pupils should be encouraged to speak audibly and fluently with an increasing command of Standard English.

See the example units of work (page 30) for ideas to embed grammar and punctuation into teaching.

Expectations for writing

Pupils should develop their understanding of the concepts set out in the English Appendix 2 (page 59) by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learning how to use sentences with different forms: statement, question, exclamation, command
- learning how to use expanded noun phrases to describe and specify (e.g. *the blue butterfly*)
- learning how to use the present and past tenses correctly and consistently including the progressive form
- learning how to use subordination (using 'when', 'if', 'that' or 'because') and co-ordination (using 'or', 'and' or 'but')
- learning how to use the grammar for Year 2 in English Appendix 2
- learning how to use some features of written Standard English
- learning how to use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Phonics and spelling

National Curriculum guidance

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far (e.g. *shout, hand, stop, dream*) without needing to blend the sounds out loud first. Pupils' reading of common exception words (e.g. *you, could, many, people*) should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should 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.

During Year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well, and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

For pupils who do not have the phonic knowledge and skills they need for Year 2, teachers should use the Year 1 Programmes of Study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the Year 2 Programme of Study for comprehension so that these pupils hear and talk about new books, poems, other writing and vocabulary with the rest of the class.

Pupils should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Year 3 and Year 4 Programme of Study for word reading.

Writing transcription: phonics and spelling

Pupils should:

- ✓ spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ✓ 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
- ✓ spell by learning to spell common exception words
- ✓ spell by learning to spell more words with contracted forms
- ✓ spell by learning the possessive apostrophe (singular) (e.g. *the girl's book*)
- ✓ distinguish between homophones and near-homophones
- ✓ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

🔄 Notes and guidance (non-statutory)

In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.

At this stage, children's spelling should be phonically

plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelled words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Phonics and spelling

Teaching strategies

- Use the strategy:

Look and Say	Cover	Write	Check
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- **Using syllables**

Breaking words into syllables can support pupils with memory strategies (e.g. *sun-set*). Every syllable must have a vowel but 'y' can act as a vowel sound in words, e.g. *fly*, *gym* and *baby*.

- **Split digraphs**

Split digraphs used to be called the 'magic "e"', but with synthetic phonics, the two letters make one sound rather than 'making the letter say its name', e.g. *a-e – same*; *e-e – these*; *i-e – time*; *o-e – home*; *u-e – clue*.

It can be helpful to give pupils giant letters and ask them to hold hands to show that the letters make one sound. Teachers can also draw sound buttons or lines to show that they are one sound.

- **Adjacent consonants**

These used to be called 'blends' but they are no longer taught in this way because 'blending' words is linked to segmenting words and then blending them together to read them, e.g. *b-l-ow – blow*. The 'b' and 'l' are separate sounds. Be careful! Some books and resources still call these blends. More examples include: *s-t*, *p-l*, *t-r*, *n-p*, *m-p*.

- **Mnemonics**

Creating a mnemonic for tricky or common exception words can help pupils to spell them, e.g. the end of 'could' – *Oh you lucky duck!*; 'said' – *Sally always is down*; 'people' – *people eat orange peel like elephants*.

Encourage pupils to write their own mnemonics for words that they find tricky.

- **Double consonants**

If a word has a short vowel sound followed by one consonant letter, double the last consonant letter, e.g. *drop – dropped*. The short vowel sound is 'o'.

- **Use a dictionary**

Encourage pupils to look up unknown words in a dictionary and apply their new vocabulary to their writing.