

## National Curriculum 2014 Planning Document Statutory Requirements Year 2

This document contains all of the statutory requirements of the National Curriculum for English (2014). Please note this document should also be read in conjunction with the English appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the English curriculum are covered within the National Curriculum Year Group.

ENGLISH							
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation	
Pupils should be taught to:  Ilisten and respond appropriately to adults and their peers  ask relevant questions to extend their understanding and knowledge  use relevant strategies to build their vocabular y  articulate and justify answers, argument s and opinions  give well-	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	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 nonfiction 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	Spelling (see English Appendix 1)  Pupils should be taught to:  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	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	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	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	

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sing,	encountere	to them as they		
imagining	d	read and		
and	<ul><li>read aloud</li></ul>	correcting		
exploring	books	inaccurate		
ideas		reading		
	closely	=		
<ul><li>speak</li></ul>	matched to	<ul> <li>making inferences</li> </ul>		
audibly	their	on the basis of		
and	improving	what is being said		
fluently	phonic	and done		
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g	out	<ul> <li>predicting what</li> </ul>		
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of	words	the basis of what		
Standard	accurately,	has been read so		
English	automatical	far		
<ul><li>participat</li></ul>	ly and	lai		
e in	without	<ul> <li>participate in discussion</li> </ul>		
discussio	undue	about books, poems and		
	hesitation	other works that are read to		
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ons,	books to	taking turns and listening		
performa	build up	to what others say		
nces, role	their			
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tions and		poems and other material,		
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