

English national curriculum planning: Year 2

During Year 2, teachers continue to develop the fundamental information that pupils learnt in Year 1 and expand pupils' knowledge of reading and writing. This outlines all the statutory objectives of the English national curriculum, separating them into spoken language, reading and writing.



Spoken language

NB: Spoken language is taught and developed from Years 1-6 and the following points should be addressed in an age-appropriate way for each year group.
Adapt each of the objectives below to be suitable for pupils of Year 2.

Objective: pupils will be taught to

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their understanding and knowledge.

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.

Reading

Word reading

Objective: pupils will 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 words of two or more syllables that contain the same graphemes accurately.

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.

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 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

Objective: pupils will be taught to

Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.

Understand 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.

Understand how to spell common exception words.

Understand how to spell more words with contracted forms.

Understand how to use the possessive apostrophe (singular).

Distinguish between homophones and near-homophones.

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Apply spelling rules, including the following:

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, –al or –el at the end of words

Words ending –il

The /ai/ 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

The /ɔ:/ sound spelt a before l and ll

The /ʌ/ sound spelt o

The /i:/ sound spelt –ey

The /b/ sound spelt a after w and qu

The /ɜ:/ sound spelt or after w

The /ɔ:/ sound spelt ar after w

The /ʒ/ sound spelt s

The suffixes –ment, –ness, –ful, –less and –ly

Contractions such as can't, didn't, hasn't
The possessive apostrophe (singular nouns)
Words ending in -tion
Homophones and near-homophones

Common exception words

Write from memory simple sentences dictated by the teacher that include words using the grapheme-phoneme correspondences, common exception words and punctuation taught so far.

Transcription – handwriting

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.

Composition

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, e.g. checking punctuation of sentences.

Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation

Understand concepts by learning how to use both familiar and new punctuation correctly, including: full stops, commas for lists, capital letters, exclamation marks, question marks and apostrophes for contracted and possessive forms.

Understand how to use:

- Sentences with different forms: statement, question, exclamation, command.
 - Expanded noun phrases to describe and specify.
 - The present and past tenses correctly and consistently including the progressive form.
 - Subordination and co-ordination.
- Some features of written Standard English.

Understand how to use grammatical terminology, including how to:

- Form nouns using suffixes such as –ness, –er and by compounding.
 - Form adjectives using suffixes such as –ful, –less.
 - Use the suffixes –er, –est in adjectives and use –ly in Standard English to turn adjectives into adverbs.
 - Use subordination and coordination in sentences.
 - Expand noun phrases for description and specification.
 - Identify grammatical patterns in a sentence and indicate its function as a statement, question, exclamation or command.
 - Correct choice and use consistently present tense and past tense throughout writing.
 - Use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting.
 - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
 - Use commas to separate items in a list.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

Understand the following key phrases:

noun, noun phrase,

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)

apostrophe, comma