

## Year 2 English Programme of Study

Spoken word	Reading – word reading	Reading Comprehension	Writing - transcription	Handwriting	Writing Composition	Writing – vocabulary, grammar and punctuation
<p><b>PUPILS SHOULD BE TAUGHT TO:</b></p> <ul style="list-style-type: none"> <li>➤ listen and respond appropriately to adults and their peers</li> <li>➤ ask relevant questions to extend their understanding and knowledge</li> <li>➤ use relevant strategies to build their vocabulary</li> <li>➤ articulate and justify answers, arguments and opinions</li> <li>➤ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>➤ maintain attention and participate actively in collaborative</li> </ul>	<p><b>PUPILS SHOULD BE TAUGHT TO:</b></p> <ul style="list-style-type: none"> <li>➤ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>➤ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>➤ read accurately words of two or more syllables that contain the same graphemes as above</li> <li>➤ read words</li> </ul>	<p><b>PUPILS SHOULD BE TAUGHT TO:</b></p> <ul style="list-style-type: none"> <li>➤ develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>• 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</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction</li> </ul> </li> </ul>	<p><b>PUPILS SHOULD BE TAUGHT TO:</b></p> <ul style="list-style-type: none"> <li>➤ spell by:               <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> </ul> </li> </ul>	<p><b>PUPILS SHOULD BE TAUGHT TO:</b></p> <ul style="list-style-type: none"> <li>➤ form lower-case letters of the correct size relative to one another</li> <li>➤ 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</li> <li>➤ write capital letters and digits of the</li> </ul>	<p><b>PUPILS SHOULD BE TAUGHT TO:</b></p> <ul style="list-style-type: none"> <li>➤ develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• writing poetry</li> </ul> </li> <li>➤ consider what they are going to write before beginning by:               <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>➤ make simple additions, revisions and corrections to their own writing by:               <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other</li> </ul> </li> </ul>	<p><b>PUPILS SHOULD BE TAUGHT TO:</b></p> <ul style="list-style-type: none"> <li>➤ develop their understanding of the concepts set out in English appendix 2 by:               <ul style="list-style-type: none"> <li>• 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)</li> <li>• learn how to use:                   <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> </ul> </li> </ul> </li> </ul>

<p>➤ <b>conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b></p> <p>➤ <b>speak audibly and fluently with an increasing command of Standard English</b></p> <p>➤ <b>participate in discussions, presentations, performances, role play, improvisations and debates</b></p> <p>➤ <b>gain, maintain and monitor the interest of the listener(s)</b></p> <p>➤ <b>consider and evaluate different viewpoints, attending to and building on the contributions</b></p>	<p>➤ <b>containing common suffixes</b></p> <p>➤ <b>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</b></p> <p>➤ <b>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</b></p> <p>➤ <b>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</b></p> <p>➤ <b>reread these books to build up their fluency and</b></p>	<p>books that are structured in different ways</p> <ul style="list-style-type: none"> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>➤ <b>understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they</li> </ul>	<p>➤ <b>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</b></p> <p>➤ <b>apply spelling rules and guidance, as listed in English appendix 1</b></p> <p>➤ <b>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</b></p>	<p><b>correct size, orientation and relationship to one another and to lower-case letters</b></p> <p>➤ <b>use spacing between words that reflects the size of the letters</b></p>	<p>pupils</p> <ul style="list-style-type: none"> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>➤ <b>read aloud what they have written with appropriate intonation to make the meaning clear</b></p>	<ul style="list-style-type: none"> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English appendix 2</li> <li>• some features of written Standard English</li> </ul> <p>➤ <b>use and understand the grammatical terminology in English appendix 2 in discussing their writing</b></p>
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<p>➤ <b>of others select and use appropriate registers for effective communication.</b></p>	<p><b>confidence in word reading</b></p>	<p>read, and correcting inaccurate reading</p> <ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p>➤ <b>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</b></p> <p>➤ <b>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</b></p>				
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