

Year 2 English Programme of Study

Reading: word reading	Reading: comprehension	Writing: transcription Spelling (see Appendix 1)	Writing: transcription Handwriting	Writing: composition	Spelling, Grammar & Punctuation	Spoken language
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent <ul style="list-style-type: none"> ▪ 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 GPCs as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word ▪ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read and understanding by: ▪ listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), 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 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell by: ▪ segmenting 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 ▪ distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful</i> and <i>-less</i> ▪ apply spelling rules and guidelines, as listed in Appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. <p>Revision of work from Year 1</p> <p>The /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e, i</i> and <i>y</i></p> <p>The /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i></p> <p>The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words</p> <p>The /l/ sound spelt <i>wr</i> at the beginning of words</p> <p>The /l/ or /ə/ sound spelt <i>-le</i> at the end of words</p> <p>The /l/ or /ə/ sound spelt <i>-le</i> at the end of words</p> <p>The /l/ or /ə/ sound spelt <i>-al</i> at the end of words</p> <p>Words ending <i>-il</i></p> <p>The /aɪ/ sound spelt <i>-y</i> at the end of words</p> <p>Adding <i>-es</i> to nouns and verbs ending in consonant-letter-<i>y</i></p> <p>Adding <i>-ed, -ing, -er</i> and <i>-est</i> to root words ending in consonant-letter-<i>y</i></p> <p>Adding the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in vowel-letter-consonant-letter-<i>e</i></p> <p>Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i></p> <p>The /l/ sound spelt <i>o</i></p> <p>The /l/ sound spelt <i>-ey</i></p> <p>The /b/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. ends of sentences punctuated correctly) ▪ read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms ▪ learning how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> ▪ subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) ▪ learning the grammar of word structure in Appendix 2 ▪ using some features of written Standard English ▪ use and understand the grammatical terminology in Appendix 2 in discussing their writing <p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> <p>Terminology for pupils: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen to discuss and express views about a wide range of poetry stories and non-fiction at a level beyond that at which they can read independently ▪ discuss the sequence of events in books and how items of information are related ▪ become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ discuss their favourite words and phrases ▪ continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ▪ 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 ▪ 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. ▪ planning or saying out loud what they are going to write about ▪ read aloud what they have written with appropriate intonation to make the meaning clear.

		<p>The /z/ sound spelt or after w The /ʒ/ sound spelt ar after w The /ʒ/ sound spelt s The suffixes -ment, -ness, -ful and -less Contractions The possessive apostrophe (singular nouns) Words ending in -tion Homophones and near- homophones Common exception words</p>				
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