

English: Year Two

Speaking and Listening (taught through all aspects of English and the wider curriculum)

Spoken Language

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend understanding and knowledge
- Use relevant strategies to build vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including 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, improvisation 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 the appropriate registers for effective communication

Reading

Word Reading

- Until automatic decoding has become embedded and reading is fluent, continue to apply phonic knowledge and skills as the route to decode words
- 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 known graphemes
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondence between spelling and sound
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books matched to their improving phonic knowledge, sounding out unfamiliar words automatically and without undue hesitation
- Re-read books closely matched to improve phonic knowledge to build up fluency and confidence in word reading

Comprehension *objectives in italics to be taught mainly through storytime

To develop pleasure in reading, motivation to read, vocabulary and understanding children should:

- *Listen to, discuss and express 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*
- Discuss the sequence of events in books and how items of information are related
- *Become increasingly familiar with and retell a wider range of stories, fairy-stories and traditional tales*
- *Be introduced to non-fiction books that are structured in different ways*
- Recognise simple recurring literacy language in stories and poetry
- *Discuss and clarify the meanings of words, linking new meanings to known vocabulary*
- *Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear*

To understand books which can be read accurately and fluently and those they listen to children should:

- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that a text makes sense to them as they read and correct inaccurate reading
- Make inferences on what is being said and done
- Ask and answer questions
- Predict what might happen on the basis of what has been read so far

Following a reading stimulus children should:

- Participate in discussion about what is read to them and that that they can read themselves, taking turns and listening to what others say
- Explain and discuss understanding of books, poems and other materials which they have heard or read

Story Time

See comprehension objectives in italics.

Phonics

Sounds from Appendix 1		
dge – badge, edge, dodge,	ge – age, huge, change	ge / j/ - gem, germ
gi /j/ - giant, magic	ce /s/ - race, ice	ci /s/ - city, Cinderella
cy /s/ - fancy, Percy	kn – know, knock , knee	gn – gnat, gnaw
wr – write, wrote, wrong	le – table, bottle, little	el – camel, tunnel, travel
il – pencil, fossil, nostril	al – capital, pedal, animal	y – cry, fly, dry
all – ball, call	al – talk, walk, always	o – mother, brother, Monday
wa – watch, wander	qua – quantity, squash	wor – worm, world, worth
war – warm, towards,, war	s – treasure, television, usual	tion – station, motion, fiction

Writing

Composition
<p>To develop a positive attitude towards and stamina for writing children should:</p> <ul style="list-style-type: none"> • Write narratives about person experiences and those of others (factual and fictional) • Write about real events • Write poetry • Write for different purposes <p>To consider what they are going to write before beginning children should:</p> <ul style="list-style-type: none"> • Plan or say aloud what they are going to write about • Write down ideas or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence <p>To improve, revise and correct their writing children should:</p> <ul style="list-style-type: none"> • Evaluate own writing with the teacher and other pupils • Re-read to check for errors in spelling, grammar and punctuation • Proofread to check for errors in spelling, grammar and punctuation <p>Pupils should:</p> <ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> • Learn how to use familiar and new punctuation from Appendix 2 correctly including full stops, capital letters, exclamation marks, questions for lists and apostrophes for contracted forms and the possessive. • Learn how to use sentence with different forms: statements, question, exclamation, command • Learn how to use expanded noun phrases to describe and specify e.g. the blue butterfly • Learn how to use the present and past tenses correctly and consistently including the progressive form • Learn how to use subordination (when using when, if, that or because) ad coordination (using or, and or but) • Learn how to use the grammar for Y2 in English Appendix 2 • Learn how to use some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing
Transcription
<ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and representing these in graphemes, spelling many correctly • Learn 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 • Learn to spell common exception words • Learn to spell more words with contracted forms • Learn the possessive apostrophe (singular e.g. the girl's book) • Distinguish between homophones and near-homophones

Grammar

See objectives for Vocabulary, Grammar and punctuation AND...
<ul style="list-style-type: none"> • Adding suffixes – ful, ment,ness, less, ly • Adding endings ing ed, er, est, y to words ending with e with a constant before it. • Adding endings ing ed, er, est, y to words ending in a single constant letter after a single vowel letter.

Handwriting

Handwriting
<p>Children should be taught to:</p> <ul style="list-style-type: none"> • Form lower-case letter of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letter and understand which letters, when adjacent to one another, are best left un-joined • Write capital letters & digits of the correct size, orientation and relationship to one another & lower case letters • Use spacing that reflects the size of the letters