



**Read Write Inc. is closely matched to the National Curriculum in England 2014**

**Year 2**

**(For phonics coverage see our grid matching *Read Write Inc Phonics* and *Get Writing!* with National Curriculum in England Year 1.)**

Training is vital to ensure your children get the best results using all the *Read Write Inc.* programmes. It is provided by Ruth Miskin Training, see [www.ruthmiskintraining.com](http://www.ruthmiskintraining.com)

**National Curriculum English programmes of study: Spoken Language Year 1-6**

National Curriculum English programmes of study content	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing</i>
<b>Spoken language [for Years 1-6]</b>	<b>These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.</b>	
<b><i>Pupils should be taught to:</i></b>		
<i>‘Listen and respond appropriately to adults and their peers.’</i>	Throughout	Throughout
<i>‘Ask relevant questions to extend their understanding and knowledge.’</i>	Throughout	Throughout
<i>‘Use relevant strategies to build their vocabulary.’</i>	Throughout	Throughout
<i>‘Articulate and justify answers, arguments and opinions.’</i>	Throughout	Throughout
<i>‘Give well-structured descriptions, explanations and narratives for different</i>	Throughout	Throughout

<i>purposes, including for expressing feelings .’</i>		
<i>‘Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.’</i>	Throughout	Throughout
<i>‘Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ’</i>	Throughout	Throughout
<i>‘Speak audibly and fluently with an increasing command of Standard English.’</i>	Throughout	Throughout
<i>‘Participate in discussions, presentations, performances, role play, improvisations and debates.’</i>	Throughout	Throughout
<i>‘Gain, maintain and monitor the interest of the listener(s).’</i>	Throughout	Throughout
<i>‘Consider and evaluate different viewpoints, attending to and building on the contributions of others.’</i>	Throughout	Throughout
<i>‘Select and use appropriate registers for effective communication.’</i>	Throughout	Throughout
<b>National Curriculum English programmes of study content</b>	<b><i>Read Write Inc. Literacy and Language</i></b>	<b><i>Read Write Inc. Spelling</i></b>
<b>Spoken language [for Years 1-6]</b>	Developing children’s confidence and ability in their spoken language and listening skills is an integral part of the Literacy and Language programme, throughout all year groups. Rules for discussion are explicitly taught and there is a poster for ‘Effective discussion’ that can be printed out and displayed in the classroom.	
<b><i>Pupils should be taught to:</i></b>		
<i>‘Listen and respond appropriately to adults and their peers.’</i>	The teaching sequence in every unit involves listening and responding to both the teacher and partners. The TTYP (Turn To Your Partner) and MTYT (My Turn Your Turn) signals are embedded from the start of the programme, so that frequent, structured discussion flows naturally through every unit.	

<i>'Ask relevant questions to extend their understanding and knowledge.'</i>	Questions are encouraged throughout the programme, including a Big Question discussion at the end of Days 1-8 in every unit. These questions explore an idea linked to an aspect of the text covered each day. Children vote to explore one of the questions as a Very Big Question in a sustained 20-30 minute discussion in every unit.	
<i>'Use relevant strategies to build their vocabulary.'</i>	Listening carefully to texts and rehearsing orally what they want to write all help to build the children's vocabulary.	
<i>'Articulate and justify answers, arguments and opinions.'</i>	See notes above on Big Questions and Very Big Questions.	
<i>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</i>	Partner work is continually used for children to practise their descriptions, explanations and narratives for a variety of purposes.	
<i>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</i>	See notes above on Big Questions and Very Big Questions.	
<i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</i>	Discussion with partners, in groups and as a class is used throughout the programme to explore ideas and predict outcomes.	
<i>'Speak audibly and fluently with an increasing command of Standard English.'</i>	Frequent invitations for partners to share their ideas in front of the class, encourages confidence in speaking audibly and fluently – and in Standard English.	
<i>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</i>	A wide variety of oral work is contained in all units, including discussion, performances and role play.	
<i>'Gain, maintain and monitor the interest of the listener(s).'</i>	Children will become more skilled at this through the continual paired, group and whole class oral work.	
<i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i>	These skills will be particularly honed through the extended discussion during the Very Big Question sessions.	
<i>'Select and use appropriate registers for effective communication.'</i>	Children will practise these skills through the regular oral activities which cover a wide variety of spoken	

	tasks for different purposes and audiences.	
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<b>National Curriculum English programmes of study Year 2</b>		
<b>National Curriculum English programmes of study Year 2</b>	<b><i>Read Write Inc. Literacy and Language</i></b>	<b><i>Read Write Inc. Spelling</i></b>
<b>Reading - word reading</b>		
<b><i>Pupils should be taught to:</i></b>		
<i>'Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.'</i>		Throughout Year 2 programme.
<i>'Read accurately by blending the sounds in words that contain the graphemes taught so far.'</i>		Throughout Year 2 programme.
<i>'Read accurately words of two or more syllables that contain the same graphemes as above.'</i>		Throughout Year 2 programme.
<i>'Read words containing common suffixes.'</i>		<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
<i>'Read further common exception words.'</i>		<i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words.
<i>'Read most words quickly and accurately, without overt sounding and blending.'</i>	Continual reading practice through all texts encountered in <i>Anthology 2</i> and additional texts within the teaching materials.	
<i>'Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.'</i>	All fiction and non-fiction texts in <i>Anthology 2</i> and additional texts within the teaching materials.	
<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>	All fiction and non-fiction texts in <i>Anthology 2</i> . All texts are approached in a staged way, building confidence in reading.	
<b>Reading - comprehension</b>		
<b><i>Pupils should be taught to:</i></b>		

<p><i>'Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p>	<p>All fiction and non-fiction texts in <i>Anthology 2</i> and associated teaching materials</p>	
<ul style="list-style-type: none"> <li><i>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.</i></li> </ul>	<p>Year 2. All units cover a variety of fiction and non-fiction texts, both in the Anthology and teaching materials.</p> <p>Unit 1 – Picture book, story with familiar setting, explanation text.</p> <p>Unit 2 – Rhyming picture book, variety of poems, non-chronological report.</p> <p>Unit 3 – Picture book, playscript, persuasive writing.</p> <p>Unit 4 - Picture book, traditional tale, instruction text.</p> <p>Unit 5 – Picture book, story with familiar setting, communication texts (email and letter).</p> <p>Unit 6 – Picture book, fantasy story, information text.</p>	
<ul style="list-style-type: none"> <li><i>Discussing the sequence of events in books and how items of information are related.</i></li> </ul>	<p>Discussion about sequence of events and how information is related, is built into the teaching process in all units, relating to the Anthology texts.</p>	
<ul style="list-style-type: none"> <li><i>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales .</i></li> </ul>	<p>Fiction texts for Year 2:</p> <ul style="list-style-type: none"> <li><i>Cottonwool</i> Colin by Jeanne Willis and Tony Ross (A picture book).</li> <li><i>Sister for Sale</i> by Adrian Bradbury (A story with a familiar setting).</li> <li><i>The Fish Who Could Wish</i> by John Bush and Korky Paul (A picture book).</li> <li><i>Little Croc's Purse</i> by Lizzie Finlay (A picture book).</li> <li><i>Oh Gnome!</i> By Lou Kuenzler (A playscript).</li> <li><i>Billy Monster's Daymare</i> by Alan Durant and Ross Collins (A picture book).</li> <li><i>Beauty and the Beast</i> by Gill Howell (A traditional tale).</li> <li><i>The Night Shimmy</i> by Gwen Strauss and Anthony Browne (A picture book).</li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Chatterbox Ben</i> by Adrian Bradbury (A story with a familiar setting).</li> <li>• <i>G.E.M.</i> by Jane Clarke and Garry Parsons (A picture book).</li> <li>• <i>Chocolate Planet</i> by Jon Blake (A story set in a fantasy world).</li> </ul> <p>Suggestions for appropriate wider reading are also provided in the Year 2 Handbook.</p>	
<ul style="list-style-type: none"> <li>• <i>Being introduced to non-fiction books that are structured in different ways.</i></li> </ul>	<p>Non-fiction texts for Year 2, all of which are structured in different ways:</p> <ul style="list-style-type: none"> <li>• 'Parents and their Young' (An explanation).</li> <li>• 'Journey to the Deep' (A non-chronological text).</li> <li>• 'The Super Car Boot Toy Sale!', 'Gnome, Sweet Gnome!' (Persuasive writing).</li> <li>• 'How to Turn a Class Hamster into a Dinosaur' (An instruction text).</li> <li>• 'Thrill City' – Email and Letter (Communication texts).</li> <li>• 'Chocolate' (An information text).</li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Recognising simple recurring literary language in stories and poetry.</i></li> </ul>	<p>Year 2 Unit 2 focuses on repetition, rhythm and rhyme in poetry.</p> <p>Year 2 Unit 4 focus on Special phrases used in fairy tales.</p>	
<ul style="list-style-type: none"> <li>• <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i></li> </ul>	<p>Vocabulary development throughout the Year 2 programme, triggered from Anthology texts but expanding to cover other sources and ideas</p>	
<ul style="list-style-type: none"> <li>• <i>Discussing their favourite words and phrases.</i></li> </ul>	<p>Identification and discussion of favourite words and phrases is an integral part of the teaching programme and included in all Word power activities.</p>	
<ul style="list-style-type: none"> <li>• <i>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.'</i></li> </ul>	<p>Year 2 Unit 2, reading poetry with appropriate expression and intonation, leading to group performance of poetry learnt by heart and with appropriate gestures, pace, volume, pauses and intonation.</p>	

<i>'Understand both the books that they can already read accurately and fluently and those that they listen to by:</i>	Throughout the programme.	
<ul style="list-style-type: none"> <li><i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i></li> </ul>	Built into the three-layer approach to all new texts.	
<ul style="list-style-type: none"> <li><i>Checking that the text makes sense to them as they read and correcting inaccurate reading.</i></li> </ul>	Built into the three-layer approach to all new texts.	
<ul style="list-style-type: none"> <li><i>Making inferences on the basis of what is being said and done.</i></li> </ul>	Built into the three-layer approach to all new texts.	
<ul style="list-style-type: none"> <li><i>Answering and asking questions.</i></li> </ul>	Encouraged throughout the teaching programme with regular oral activities, including the weekly consideration of Big Questions.	
<ul style="list-style-type: none"> <li><i>Predicting what might happen on the basis of what has been read so far.'</i></li> </ul>	Built into the three-stage approach to all new texts.	
<i>'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.'</i>	Discussion is an integral part of the programme. Rules for discussion are clearly set out for the whole programme, ensuring children learn how to speak, listen and discuss with a partner, in a group and in a whole-class situation.	
<i>'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'</i>	As above. Children are encouraged to discuss other texts that they have read and listened to which link to those they are studying in the programme.	
<b>Writing - transcription</b>		
<b>Pupils should be taught to:</b>		
<i>'Spell by:</i>		
<ul style="list-style-type: none"> <li><i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</i></li> </ul>		Throughout programme.
<ul style="list-style-type: none"> <li><i>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.</i></li> </ul>		Throughout programme.
<ul style="list-style-type: none"> <li><i>Learning to spell common exception</i></li> </ul>		Word banks online.

<i>words.</i>		Jumping Red words – every unit.
<ul style="list-style-type: none"> <li>• <i>Learning to spell more words with contracted forms.</i></li> </ul>	Year 2 Unit 5	<i>Practice Book 2A</i> Special focus 5: Contractions and apostrophes (p.40). <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43).
<ul style="list-style-type: none"> <li>• <i>Learning the possessive apostrophe (singular).</i></li> </ul>	Year 2 Unit 3	<i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54). <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43).
<ul style="list-style-type: none"> <li>• <i>Distinguishing between homophones and near-homophones.'</i></li> </ul>		<i>Practice Book 2A</i> Special focus 2: Homophones (p.19).
<i>'Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.'</i>	Year 2 Unit 1 (-ful, -less). Year 2 Unit 2 (-ing, -er, -est).	<i>Practice Book 2B</i> Unit 13: Adding the suffix –ment (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix –ness 1 (p.19), and Adding the suffix –ness 2 (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix –ful (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix –less (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix –ly (p.20).
<i>'Apply spelling rules and guidance, as listed in English Appendix 1.'</i>		See <u>Appendix 1</u> grid below.
<i>'Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.'</i>		Dictation activities in every unit, throughout the programme.
<b>Writing - handwriting</b>		
<b>Pupils should be taught to:</b>		
<i>'Form lower-case letters of the correct size relative to one another.'</i>		
<i>'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.'</i>		
<b>Guidance on teaching handwriting is provided in the Read, Write, Inc. Get Writing! Handbook.</b>		



<p><i>'Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.'</i></p>	<p><b>Training for teachers is provided by Ruth Miskin Training, see <a href="http://www.ruthmiskintraining.com">www.ruthmiskintraining.com</a></b></p>	
<p><i>'Use spacing between words that reflects the size of the letters.'</i></p>		
<p><b>Writing - composition</b></p>		
<p><b><i>Pupils should be taught to:</i></b></p>		
<p><i>'Develop positive attitudes towards and stamina for writing by:</i></p>	<p>The three-layer structure for writing, which runs throughout the programme, is designed to develop positive attitudes and stamina for writing.</p>	
<ul style="list-style-type: none"> <li>• <i>Writing narratives about personal experiences and those of others (real and fictional).</i></li> </ul>	<p>Year 2 Unit 2- Writing a story about friendships in school.  Year 2 Unit 4 -Writing a new fairy tale.  Year 2 U5 - Writing a diary entry about something. that happened to a fictional character.  Year 2 Unit 6 - Writing a fantasy story.</p>	
<ul style="list-style-type: none"> <li>• <i>Writing about real events.</i></li> </ul>	<p>Year 2 Unit 2 - Writing non-chronological report about shipwrecks.</p>	
<ul style="list-style-type: none"> <li>• <i>Writing poetry.</i></li> </ul>	<p>Year 2 Unit 2 - Writing a shape poem, using kennings.</p>	
<ul style="list-style-type: none"> <li>• <i>Writing for different purposes.'</i></li> </ul>	<p>Year 2 Unit 1 - Writing to explain.  Year 2 Unit 2 - Writing a non-chronological report.  Year 2 Unit 3 - Writing to persuade.  Year 2 Unit 4 - Writing an instruction text.  Year 2 Unit 5 - Writing to communicate, using formal and informal texts (a letter and an email).  Year 2 Unit 6 - Writing an information text.</p>	
<p><i>'Consider what they are going to write before beginning by:</i></p>	<p>The three-layer structure for writing, which runs throughout the programme, is designed to develop rigorous planning strategies before the main writing begins.</p>	
<ul style="list-style-type: none"> <li>• <i>Planning or saying out loud what they are going to write about.</i></li> </ul>	<p>Throughout, often using partner work.</p>	

<ul style="list-style-type: none"> <li>• <i>Writing down ideas and/or key words, including new vocabulary.</i></li> </ul>	<p>Use of Personal logs to note main ideas, key words and new vocabulary, is encouraged throughout the programme.</p> <p>Class logs are used to remind students of the most pertinent ideas, and to demonstrate effective use of Personal logs.</p>	
<ul style="list-style-type: none"> <li>• <i>Encapsulating what they want to say, sentence by sentence.'</i></li> </ul>	<p>Throughout, encouraging use of precise but powerful language. Class logs are used to display successful examples of children's written work.</p>	
<p><i>'Make simple additions, revisions and corrections to their own writing by:</i></p>	<p>Crafting of written work, throughout all stages of writing, runs throughout the programme</p>	
<ul style="list-style-type: none"> <li>• <i>Evaluating their writing with the teacher and other pupils</i></li> </ul>	<p>Peer and teacher support and evaluation is embedded throughout the writing process to assist and encourage the pupils' writing.</p>	
<ul style="list-style-type: none"> <li>• <i>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</i></li> </ul>	<p>Year 2 Unit 6 focuses on verbs and consistent use of tenses in texts. In particular the present continuous form, using the present participle ending -ing.</p>	
<ul style="list-style-type: none"> <li>• <i>Proof-reading to check for errors in spelling, grammar and punctuation.'</i></li> </ul>	<p>Proofreading is built into the programme throughout, in all writing activities.</p>	
<p><i>'Read aloud what they have written with appropriate intonation to make the meaning clear.'</i></p>	<p>Regular suggestions for this throughout the programme, particularly when writing performance poems.</p>	
<p><b>Writing – vocabulary, grammar and punctuation</b></p>		
<p><b><i>Pupils should be taught to:</i></b></p>		
<p><i>'Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</i></p>		
<ul style="list-style-type: none"> <li>• <i>Learning how to use both familiar and new punctuation correctly (see <u>English Appendix 2</u>), including full stops, capital letters, exclamation marks, question marks, commas for lists and</i></li> </ul>	<p>Reinforced throughout the Year 2 programme, e.g:</p> <p>Unit 1 - Capital letters and question marks.</p> <p>Unit 2 – Commas in lists.</p> <p>Unit 3 – Exclamation marks, possessive apostrophes.</p>	

<i>apostrophes for contracted forms and the possessive (singular).'</i>	Unit 5 – Apostrophes for contractions.	
<i>'Learn how to use:</i>		
<ul style="list-style-type: none"> <li><i>Sentences with different forms: statement, question, exclamation, command.</i></li> </ul>	Unit 1 – Questions. Unit 3 – Exclamations and commands.	
<ul style="list-style-type: none"> <li><i>Expanded noun phrases to describe and specify [for example, the blue butterfly]</i></li> </ul>	Unit 3.	
<ul style="list-style-type: none"> <li><i>The present and past tenses correctly and consistently including the progressive form.</i></li> </ul>	Unit 6.	
<ul style="list-style-type: none"> <li><i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</i></li> </ul>	Unit 4 conjunctions for subordination and co-ordination.	
<ul style="list-style-type: none"> <li><i>The grammar for year 2 in English <u>Appendix 2</u>.</i></li> </ul>	See <u>Appendix 2</u> grid, below.	
<ul style="list-style-type: none"> <li><i>Some features of written Standard English'</i></li> </ul>	Throughout the programme there is implicit coverage of features of Standard English, such as subject/verb agreements, consistency of tense, appropriate levels of formality, etc.	
<i>'Use and understand the grammatical terminology in English <u>Appendix 2</u> in discussing their writing.'</i>		

<b>National Curriculum English Appendix 1: Spelling Year 2</b>		
<b>English Appendix 1: Spelling Year 2 content</b>	<b><i>Read Write Inc. Literacy and Language</i></b>	<b><i>Read Write Inc. Spelling</i></b>
<i>'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.'</i>		Year 2A Unit 10 The <i>j</i> sound.
<i>'The /s/ sound spelt c before e, i and y.'</i>		Year 2A Unit 2 Soft <b>c</b> .
<i>'The /n/ sound spelt kn and (less often) gn at</i>		Year 2A Unit 6 The <i>n</i> sound spelt <b>kn</b> and <b>gn</b> .

<i>the beginning of words.'</i>		
<i>'The /r/ sound spelt <b>wr</b> at the beginning of words.'</i>		Year 2B Unit 1 The <b>r</b> sound spelt <b>wr</b> .
<i>'The /l/ or /ə/ sound spelt <b>-le</b> at the end of words.'</i>		Year 2B Unit 8 Words ending in <b>-le</b> .
<i>'The /l/ or /ə/ sound spelt <b>-el</b> at the end of words.'</i>		Year 2B Unit 9 Words ending in <b>-el</b> .
<i>'The /l/ or /ə/ sound spelt <b>-al</b> at the end of words.'</i>		Year 2B Unit 10 Words ending in <b>-al</b> .
<i>'Words ending <b>-il</b>.'</i>		Year 2B Special Focus 3 Words ending in <b>-il</b> and words where <b>s</b> makes the <b>zh</b> sound.
<i>'The /aɪ/ sound spelt <b>-y</b> at the end of words.'</i>		Year 2A Unit 7 The <b>igh</b> sound spelt <b>y</b> .
<i>'Adding <b>-es</b> to nouns and verbs ending in <b>-y</b>.'</i>		Year 2B Unit 15 Adding the suffix <b>-es</b> (where the root word ends in <b>y</b> ).
<i>'Adding <b>-ed</b>, <b>-ing</b>, <b>-er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it.'</i>		Year 2A Unit 13 Adding the suffix <b>-ed</b> (2) (swapping <b>y</b> for <b>i</b> ). Year 2B Unit 3 Adding the suffixes <b>-er</b> or <b>-est</b> (2) (swapping <b>y</b> for <b>i</b> ).
<i>'Adding the endings <b>-ing</b>, <b>-ed</b>, <b>-er</b>, <b>-est</b> and <b>-y</b> to words ending in <b>-e</b> with a consonant before it.'</i>		Year 2A Unit 4 Adding the suffix <b>-y</b> (2) (to words ending in <b>e</b> ). Year 2A Unit 9 Adding the suffix <b>-ing</b> (2) (to words ending in <b>e</b> or <b>ie</b> ). Year 2A Unit 14 Adding the suffix <b>-ed</b> (3) (dropping <b>e</b> to add <b>-ed</b> , and revision of doubling final consonant and swapping <b>y</b> for <b>i</b> ). Year 2B Unit 2 Adding the suffixes <b>-er</b> or <b>-est</b> (1) (words where no change is needed; words ending in <b>e</b> ).
<i>'Adding <b>-ing</b>, <b>-ed</b>, <b>-er</b>, <b>-est</b> and <b>-y</b> to words of one syllable ending in a single consonant letter after a single vowel letter.'</i>		Year 2A Unit 3 Adding the suffix <b>-y</b> (1) (to words ending in a short vowel and a consonant).

		Year 2A Unit 8 Adding the suffix <b>-ing</b> (1) (to words ending in a short vowel and a consonant). Year 2B Unit 4 Adding the suffixes <b>-er</b> or <b>-est</b> (3) (doubling consonant, where the root word ends in short vowel plus consonant).
'The /ɔ:/ sound spelt a before l and ll.'		Year 2A Unit 1 The <b>or</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b> .
'The /ʌ/ sound spelt o.'		Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
'The /i:/ sound spelt –ey.'		Year 2B Unit 5 The <b>ee</b> sound spelt <b>ey</b> .
'The /ɒ/ sound spelt a after w and qu.'		Year 2A Unit 11 The <b>o</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b> .
'The /ɜ:/ sound spelt or after w.'		Year 2B Special Focus 5 The <b>ir</b> sound spelt <b>or</b> after <b>w</b> .
'The /ɔ:/ sound spelt ar after w.'		Year 2A Special Focus 6 The <b>u</b> sound spelt <b>o</b> , and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> .
'The /z/ sound spelt s.'		Year 2B Special Focus 3 Words ending in <b>-il</b> and words where <b>s</b> makes the <b>zh</b> sound.
'The suffixes –ment, –ness, –ful, –less and –ly.'		Year 2A Unit 5, <b>-ly</b> Adding the suffix <b>-ly</b> (to words to make adverbs). Year 2B Unit 6, <b>-ness</b> (1) Adding the suffix <b>-ness</b> (1) (adding to a root word with no change to the root word). Year 2B Unit 7, <b>-ness</b> (2) Adding the suffix <b>-ness</b> (2) (swapping <b>y</b> to <b>i</b> ). Year 2B Unit 11, <b>-ful</b> Adding the suffix <b>-ful</b> Year 2B Unit 12, <b>-less</b> Adding the suffix <b>-less</b> . Year 2B Unit 13, <b>-ment</b> Adding the suffix <b>-ment</b> .
'Contractions.'		Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 6 Contractions and

		apostrophes.
'Possessive apostrophe (singular nouns).'		Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 7 Possessive apostrophes.
'Words ending in -tion.'		Year 2B Unit 14 Words ending in <b>-tion</b> .
'Homophones and near-homophones.'		Year 2A Special Focus 2 Homophones. Year 2A Special Focus 4 Homophones. Year 2B Special Focus 2 Homophones.
'Common exception words.'		Red words (including all the common exception words for Year 2) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping red words</i> , <i>Dictation</i> and <i>Words to log and Learn</i> .

English Appendix 2: Vocabulary, grammar and punctuation content Year 2	<i>Read Write Inc. Literacy and Language</i>	<i>Read Write Inc. Spelling</i>
<b>Word</b>		
'Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding [for example, whiteboard, superman].'	Unit 2 – Compound words.	
'Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less.'	Unit 1 – Suffixes -ful, -less.	
'Use of suffixes -er, -est, in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.'	Unit 2 - Suffixes -er and -est. Unit 4 - Suffix -ly to form adverbs.	
<b>Sentence</b>		
' <b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but).'	Unit 4 - Conjunctions for subordination and co-ordination.	
'Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon].'	Unit 3.	
' <b>How the grammatical patterns in a sentence</b>	Unit 1 – Questions.	

<i>indicate its function as a statement, question, exclamation or command.'</i>	Unit 3 – Exclamations and commands.	
<b>Text</b>		
<i>'Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.'</i>	Unit 6 verb tenses.	
<i>'Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting].'</i>	Unit 6.	
<b>Punctuation</b>		
<i>'Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.'</i>	Reinforced throughout programme. In Year 2 in particular: Unit 1 - Capital letters, question marks. Unit 3 - Exclamation marks.	
<i>'Commas to separate items in a list.'</i>		
<i>'<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns for example, the girl's name.'</i>	Unit 3 – Possessive apostrophes. Unit 5 – Apostrophes for contractions.	
<b>Terminology for pupils</b>		
<i>'Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past, present) Apostrophe, comma.'</i>	All terminology explicitly covered and used in appropriate context within the programme for Year 2.	