

Year 2 ~ 2014 National Curriculum for English ~ Programme of Study

<p>READING-Word Reading</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 ▫ 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 graphemes as above ▫ 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. 	<p>WRITING-Transcription</p> <ul style="list-style-type: none"> ▫ spell by: ▫ segmenting spoken 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 ▫ learning the possessive apostrophe (singular) [for example, the girl's book] ▫ distinguishing between homophones and near-homophones ▫ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 ▫ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<p>Comprehension</p> <ul style="list-style-type: none"> ▫ 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. 	<p>Handwriting</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>Composition</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 [for example, ends of sentences punctuated correctly] ▫ read aloud what they have written with appropriate intonation to make the meaning clear.
<p>Grammar and punctuation</p> <ul style="list-style-type: none"> ▫ develop their understanding of the concepts set out in English Appendix 2 by: ▫ learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ▫ learn how to use: ▫ sentences with different forms: statement, question, exclamation, command ▫ expanded noun phrases to describe and specify [for example, the blue butterfly] ▫ the present and past tenses correctly and consistently including the progressive form ▫ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▫ the grammar for year 2 in English Appendix 2 ▫ some features of written Standard English ▫ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	

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English Long Term Plan- Year 2 Example

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	Term 1			Term 2			Term 3		
Narrative	Stories with familiar settings - reflect children's own experiences			Traditional Tales & Myths			Different Stories by the same author & Extended Stories and Significant Authors		
outcome	Use a familiar story/ setting as a model to write a new story.			Write a tale/ creation myth based on ones read e.g. how the zebra got his stripes			Children plan and write a sustained story about a familiar character-include some dialogue and detail to add interest.		
Non-	Explanations	Recount		Report	Instructions		Information Texts	Explanations	
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe		Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Design a simple website.	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation	
Poetry	Vocabulary building	Patterns on a Page		Vocabulary building	Really Looking Structure		Silly Stuff	Take one poet - poetry appreciation	
Suggested outcome	Read, write and perform free verse	Children can write a simple poem of their own, playing with interesting and inventive language choices to create or continue a particular pattern.		Read, write and perform free verse	Children hear, read and respond to poems and write their own simple poems or passages of descriptive prose based on closely observed experience.		Children hear, read and respond to silly poems and other humorous texts that play with language, for example riddles, language puzzles, jokes, nonsense sentences, etc. They write their own silly poems or passages as a way of exploring language use.	Personal responses to poetry Recite familiar poems by heart	

Topic Based Planning using a text as a stimulus -'Take one Book': Allows teachers a wider creative freedom and enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.

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