

English Curriculum— Year 2 (Reading)



NR1: National Curriculum - Word Reading

Pupils should be taught to:

- a. continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- b. read accurately by blending the sound s in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- c. read accurately words of two or more syllables that contain the same graphemes as above
- d. read words containing common suffixes
- e. read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- f. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- g. read aloud books closely matching their improving phonic knowledge, sounding out unfamiliar words accu-

NR2: National Curriculum - Comprehension

Pupils should be taught to:

- a. develop pleasure in reading, motivation to read, vocabulary and understanding by:
 1. 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
 2. discussing the sequence of events in books and how items of information are related
 3. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 4. being introduced to non fiction books that are structured in different ways
 5. recognising simple recurring literary language in stories and poetry
 6. discussing and clarifying the meaning of words, linking new meanings to known vocabulary
 7. discussing their favourite words and phrases
 8. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- b. understand both the books that they can already read accurately and fluently and those that they listen to by:
 1. drawing on what they already know or on back ground information and vocabulary provided by the teacher
 2. checking that the text makes sense to them as they read and correcting inaccurate reading
 3. making inferences on the basis of what is being said and done
 4. answering and asking questions
 5. predicting what might happen on the basis of what has been read so far
- c. 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
- d. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

SR1: School Curriculum - Word Reading

Pupils should be taught:

- a. to identify syllables in words
- b. to understand how word order affects meaning
- c. to decipher new words and confirm or check meaning
- d. work out the sense of a sentence by rereading or reading ahead

SR2: School Curriculum - Comprehension

Pupils should be taught:

- a. to focus on meaning derived from the text as a whole
- b. to use the organisational features of non-fiction texts, including captions, illustrations, contents, index and chapters to find information
- c. to understand that texts about the same topic may contain different information or present similar information in different ways
- d. to use reference material for different purposes
- e. to identify patterns of rhythm, rhyme and sounds in poems and their effects
- f. to respond imaginatively to what they read (e.g. using the characters from a story in drama, writing poems based on ones they have read, showing their understanding through art or music).
- g. To use screen-based and book conventions to find information efficiently and safely.

English Curriculum— Year 2 (Writing - Transcription)



NWT1: National Curriculum Writing Transcription - Spelling (see [English Appendix 1](#))

Pupils should be taught to:

a. spell by:

1. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
2. learning new ways of spelling phonemes for which one or more spellings are known, and learn some words for each spelling, including a few common homophones
3. learning to spell common exception words
4. learning to spell more words with contracted forms
5. learning the possessive apostrophe (singular) [for example, girl's book]
6. distinguishing between homophones and near homophones

b. add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

c. apply spelling rules and guidance, as listed in [English Appendix 1](#)

d. write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

SWT1: School Curriculum - Spelling

Pupils should be taught:

- a. learn the order of the letters of the alphabet
- b. use this knowledge to check the accuracy of their spelling, using word banks and dictionaries
- c. identify reasons for misspellings.

NWT2: National Curriculum Writing Transcription - Handwriting

Pupils should be taught to:

- a. Form lower-case letters of the correct size relative to one another
- b. 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
- c. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- d. Use spacing between words that reflects the size of the letters.

SWT2: School Curriculum: Handwriting and Presentation

Pupils should be taught:

- a. to continue to gain fluency in keyboard use
- b. to join letters consistently
- c. the importance of clear and neat presentation in order to communicate their meaning effectively

English Curriculum— Year 2 (Writing: Composition & V.G.&P.)



NWC1: National Curriculum Writing - Composition

Pupils should be taught to:

a. develop positive attitudes towards and stamina for writing by:

1. writing narratives about personal experiences and those of others (real and fictional)
2. writing about real events
3. writing poetry
4. writing for different purposes

b. consider what they are going to write before beginning by:

1. planning or saying out loud what they are going to write about
2. writing down ideas and/or key words, including new vocabulary
3. encapsulating what they want to say, sentence by sentence

c. make simple additions, revisions and corrections to their own writing by:

1. evaluating their writing with the teacher and other pupils
2. 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
3. proof reading to check for errors in spelling, grammar and punctuation [for example ends of sentences punctuated correctly]

d. read aloud what they have written with appropriate intonation to make the meaning clear.

SWC1: School Curriculum Writing - Composition

Pupils should be taught:

- a. assemble and develop ideas on paper and screen
- b. to create effects by combining written text with illustration, moving image and sound
- c. to communicate with known audiences using ICT, where appropriate
- d. to select form, content and vocabulary to suit particular purposes

NWVGP1: National Curriculum Writing - Vocabulary, Grammar and Punctuation

Pupils should be taught to:

a. develop their understanding of the concepts set out in the [English Appendix 2](#) by:

1. 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)

b. learn to use:

1. sentences with different forms: statement, question, exclamation, command
2. expanded noun phrases to describe and specify [for example, the blue butterfly]
3. the present and past tenses correctly and consistently including the progressive form
4. subordination (using when, if, that or because) and coordination (using or, and or but)
5. the grammar for year 2 in [English Appendix 2](#)
6. some features of written standard English

c. use and understand the grammatical terminology in [English Appendix 2](#) in discussing their writing.

SWVGP2: School Curriculum - Vocabulary, Grammar & Punctuation

Pupils should be taught:

- a. the function of punctuation within sentences; clarifying structure and creating emphasis
- b. how a sequence of sentences can be linked imaginatively.
- c. to begin to punctuate direct speech

English Curriculum – Year 2

(Speaking & Listening and Drama)



NSL: National Curriculum Spoken Language—Across all year groups.

Pupils should be taught to:

- a. listen and respond appropriately to adults and their peers
- b. ask relevant questions to extend their understanding and knowledge
- c. use relevant strategies to build their vocabulary
- d. articulate and justify answers, arguments and opinions
- e. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- f. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- g. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- h. speak audibly and fluently with an increasing command of Standard English
- i. participate in discussions, presentations, performances, role play, improvisations and debates
- j. gain, maintain and monitor the interest of the listener (s)
- k. consider and evaluate different viewpoints, attending to and building on the contributions of others
- l. select and use appropriate registers for effective communication.

SSL1: School Curriculum - Speaking & Listening

Pupils should be taught:

- a. to make relevant comments
- b. to take turns in speaking
- c. To organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener
- d. to relate their contribution to what has gone before
- e. to identify and respond to sound patterns in language (e.g. alliteration, rhyme, word play)
- f. how speech varies in different circumstances
- g. to reflect on own and others' speech and investigate how it varies
- h. to take account of different listeners
- i. to take different roles and make relevant contributions in role play
- j. to recognise how talk is enhanced by non-verbal communication, including gesture, eye-contact and by intonation and emphasis.

Key Curriculum Skills:

- effective communication
- social skills: collaboration, empathy, art of negotiation, confidence, tolerance, co-operation, listening skills, compromise
- creativity & thinking skills: reflection, inquisitiveness
- problem solving: questioning, thinking critically, stamina, resilience, justifying opinion
- flexibility
- independence.

SD1: School Curriculum-Drama

To participate in a wide range of drama activities, pupils should be taught to:

- a. create and sustain roles individually and when working with others
- b. use language and actions to explore and convey situations, characters and emotions
- c. comment constructively on drama they have watched or in which they have taken part.
- d. to use role play and imaginative play to engage and empathise with characters, situations and events from known stories and stories they create together.