

English Objectives

Year 2

Reading

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 sounds 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 phonics 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.

Comprehension

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.

Handwriting

- 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.

Writing/ composition

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.
 - 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.

Vocabulary/ Punctuation and Grammar

- Word Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
- Formation of adjectives using suffixes such as –ful, –less.
- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

Text

- Correct choice and consistent use of present tense and past tense throughout writing.
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences, commas to separate items in a list.
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].

Spelling

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.

The /s/ sound spelt c before e, i and y.

The /n/ sound spelt kn and (less often).

gn at the beginning of words.

The /r/ sound spelt wr at the beginning of words.

The /l/ or /əl/ sound spelt –le at the end of words.

The /l/ or /əl/ sound spelt –el at the end of words.

The /l/ or /əl/ sound spelt –al at the end of words Words ending –il.

The /aɪ/ sound spelt –y at the end of words.

Adding –es to nouns and verbs ending in –y.

Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.

Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.

The suffixes –ment, –ness, –ful, –less and –ly

Contractions

The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near-homophones common exception words.

Spoken language

Pupils should be taught to:

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