



## St Charles' Catholic Primary School

### Year Two

### English Primary Curriculum

#### Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- 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, roleplay/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

#### Reading

##### Word 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 correspondence 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
- reread these books to build up their fluency and confidence in word reading.

##### Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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
  - ii. discussing the sequence of events in books and how items of information are related



- iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - iv. being introduced to non-fiction books that are structured in different ways
  - v. recognising simple recurring literary language in stories and poetry
  - vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - vii. discussing their favourite words and phrases
  - viii. 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:
    - i. drawing on what they already know or on background information and vocabulary provided by the teacher
    - ii. checking that the text makes sense to them as they read, and correcting inaccurate reading
    - iii. making inferences on the basis of what is being said and done
    - iv. answering and asking questions
    - v. 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.

### **Writing**

#### **Spelling**

- spell by:
  - i. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - ii. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - iii. learning to spell common exception words
  - iv. learning to spell more words with contracted forms
  - v. learning the possessive apostrophe (singular)
  - vi. distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidelines, 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.

#### **Handwriting and Presentation**

- 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.

### **Composition**

- Develop positive attitudes towards and stamina for writing by:
  - i. writing narratives about personal experiences and those of others (real and fictional)
  - ii. writing about real events
  - iii. writing poetry
  - iv. writing for different purposes
- Consider what they are going to write before beginning by:
  - i. planning or saying out loud what they are going to write about
  - ii. writing down ideas and/or key words, including new vocabulary
  - iii. encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - i. evaluating their writing with the teacher and other pupils
  - ii. rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - iii. proofreading 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, grammar & punctuation**

- develop their understanding of the concepts set out in English Appendix 2 by:
  - i. 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)
- Learn how to use:
  - i. sentences with different forms: statement, question, exclamation, command
  - ii. expanded noun phrases to describe and specify
  - iii. the present and past tenses correctly and consistently including the progressive form
  - iv. subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - v. learning the grammar for year 2 in English Appendix 2
  - vi. some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.



Appendix 2

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes -er, -est</b> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing 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, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma