

Year 2 - English



En2/1 Spoken Language (The objectives for Spoken Language are common across Key Stages 1 and 2) En2/1a listen and respond appropriately to adults and their peers En2/1b ask relevant questions to extend their understanding and knowledge En2/1c use relevant strategies to build their vocabulary En2/1d articulate and justify answers, arguments and opinions En2/1e give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings. En2/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments En2/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas En2/1h speak audibly and fluently with an increasing command of Standard English En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates En2/1j gain, maintain and monitor the interest of the listener(s) En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others En2/1l select and use appropriate registers for effective communication	Reading En2/2.1 Word Reading En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes En2/2.1c read accurately words of two or more syllables that contain the same graphemes as above En2/2.1d read words containing common suffixes En2/2.1e read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word En2/2.1f read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered En2/2.1g read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation En2/2.1h reread these books to build up their fluency and confidence in word reading.	En2/2.2 Comprehension En2/2.2a 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 En2/2.2b 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 En2/2.2c 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 En2/2.2d 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 En2/3.1 Spelling En2/3.1a spell by: ● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ● 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 ● learning to spell common exception words ● learning to spell more words with contracted forms ● learning the possessive apostrophe (singular) ● distinguishing between homophones and near-homophones En2/3.1b add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly En2/3.1c apply spelling rules and guidelines, as listed in English Appendix 1 En2/3.1d write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	En2/3.2 Handwriting and Presentation En2/3.2a form lower-case letters of the correct size relative to one another En2/3.2b 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 En2/3.2c write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters En2/3.2d use spacing between words that reflects the size of the letters.	En2/3.3 Composition En2/3.3a 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 En2/3.3b 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 En2/3.3c make simple additions, revisions and corrections to their own writing by: ● evaluating their writing with the teacher and other pupils ● 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 ● proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear	En2/3.4 Vocabulary, grammar & punctuation En2/3.4a develop their understanding of the concepts set out in English Appendix 2 by: ● 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) En2/3.4b Learn how to use: ● sentences with different forms: statement, question, exclamation, command ● expanded noun phrases to describe and specify ● 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) ● learning the grammar for year 2 in English Appendix 2 ● some features of written Standard English En2/3.4c use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.

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TEXT TYPES

Fiction

Narrative:	Stories in an Imaginary World <i>Coming Home - Michael Morpurgo,</i> <i>What the ladybird heard at the Seaside - Julia Donaldson</i> Stories with adventure and Mystery <i>Hattie Peck - Emma Levey</i> <i>Lost and Found - Oliver Jeffers</i> <i>Traction Man is Here - Mini Grey</i> Fairy Tales <i>Hansel & Gretel</i> Play scripts <i>Hansel and Gretel</i>	Non-Fiction Recount - <i>Diary of Wombat - Jackie Fench</i> <i>The Fire of London - Gillian Clements & Liz Gogerly</i> <i>Diary of Samuel Pepys - Emma Lynch</i> Instructions - <i>A Magic Muddle</i> Non- chronological reports - <i>All About Orang-utans (e-book) Scott of the Antarctic,</i> <i>Penguins (non-fiction text); Life in Mexico; Life in Tocuaro with the Horta family</i> Persuasion - <i>The Day the Crayons Quit/The Day the Crayons came Home - Drew Daywal</i>	
Poetry:	<i>The Fire of London - Paul Perro</i> <i>Happy Poems:</i> <i>Magic Pebble - Roger McGough</i> <i>Tell it to the dog - Joshua Siegel</i> <i>Aliens Stole myUnderpants - Brian Moses</i> <i>Smile - Jez Alborough</i>	AUTHORS	Michael Morpurgo Mini Grey Emma Levey Drew Daywalt Liz Gogerly Amy Husband Margaret Mahy
Writing Poetry	Nonsense poems, Riddles, Shape poems <i>Wonderful Worms - Celia Warren</i> <i>First Morning - John Agard</i>		
Language	onomatopoeia pattern rhyme Similes alliteration		

Autumn term /spring term/summer term