



English in Year Two



At Cupernham Infant School we follow the Government recommended Letters and Sounds programme. This is supported with interactive computer games such as Phonics Play.

Our school does not have a specific reading scheme but uses a selection of books from different publishers to match the decoding needs and reading interests of our pupils.

During Year 2, teachers build on work from year one, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs).

Our school ensures that we write for a purpose and that we develop positive attitudes and stamina for writing. During the year we will write about real events, poems, narratives and both factual and creative writing linked to our topics. We also encourage increasing independence and confidence in writing.

Reading - Word Reading

During year two the majority of children will learn to:

- 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.
- Make simple inferences about characters' thoughts and feelings and reasons for actions.
- Identify how vocabulary choice affects meaning.

Reading - Comprehension

During year two the children should 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.
- Read 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, linked new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Using the context/grammar of the sentence to decipher new or unfamiliar words.
- Identify and discuss the main events or key points in a text.
- Retelling a story clearly and with appropriate detail.
- Identify or provide own synonyms for specific words within the text.
- Extracting information from the text and discuss orally with reference to the text.
- Understanding how to use alphabetically ordered texts to retrieve information.

During year two the children should:

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.
- Participating 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.
- Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Making comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting.
- Making links between books they are reading and other books they have read.

Writing - Handwriting

During year two the majority of children will learn to:

- 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 un-joined.
- 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.

- Form lower-case letters of the correct direction, starting and finishing in the right place.

Writing - Spelling

During year two the majority of children will learn to:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically plausible attempts at others.
- 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.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs common exception words and punctuation taught so far.

Writing - Composition

During year two the majority of children will learn to 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
- Writing sentences that are sequenced to form a short narrative (real or fiction)

During year two the majority of children will learn to 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.
- Using adventurous vocabulary appropriate to task.
- Encapsulating what they want to say, sentence by sentence.
- Using brief openings and endings.
- Appropriately sequencing ideas.
- Linking related sentences through use of pronouns and adverbials where appropriate.
- Writing an appropriate mixture of both simple and compound sentences accurately.
- Writing exclamatory sentences starting with 'what' or 'how'.
- Writing commands using the imperative form of a verb.

During year two the majority of children will learn to make simple addition, 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.
- Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience.
- Use a range of prepositions (behind, before, along, above).

Writing – Vocabulary, Grammar and Punctuation

During year two the majority of children will learn:

- 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).

During year two the children should 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).
- Some features of written Standard English.
- Use -ly to turn adjectives into adverbs.
- Use suffixes -er and -est in adjectives.
- Use prepositional phrases to expand sentences e.g. the book fell becomes the book fell off the table, or the book fell onto the floor.
- Use and understand the grammatical terminology in the following table, next page refers.

Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>