

Year 2 Primary Curriculum for English (Draft)



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Reading: Pupils should be taught to

Word Reading:		
read accurately by blending the sounds in words that contain the graphemes taught so far	read accurately words of two or more syllables that contain the same GPCs as above	
read words containing common suffixes, e.g. <i>adventure, invention, division</i>	read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	
read words quickly and accurately when they have been frequently encountered without overt sounding and blending	read aloud books closely matched to their improving word-reading knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
re-read books to build up their fluency and confidence in word reading.		
Comprehension:		
understand the books they can already read accurately and fluently by: (c to f refer to stories)		
a. drawing on what they already know or on background information and vocabulary provided by the teacher	b. checking that the book makes sense to them as they read and correcting inaccurate reading	
c. inferring what characters might be like from what they say and do	d. answering and asking questions such as: 'who did what to whom?'	
e. predicting what might happen on the basis of what has been read so far	f. discussing their favourite words and phrases	
develop pleasure in reading and motivation to read by:		
a. listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that which they can read independently	b. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales	
c. recognising simple recurring literary language in stories and poetry	d. continuing to build up a repertoire of poems learnt by heart and recite some of these, with appropriate intonation to make the meaning clear	
participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say	explain and discuss their understanding of books, poems and other works, both those they listen to and those they read for themselves	

Writing - Transcription: Pupils should be taught to

Spelling:		
spell:		
a. segmenting words into phonemes and representing these by graphemes, spelling many correctly	b. 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 (e.g. <i>two, to, too</i>)	
c. learning to spell common exception words	d. learning to spell more words with contracted forms, e.g. <i>can't, don't</i>	
e. distinguishing between homophones and near-homophones		
add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful</i> and <i>-less</i>	apply spelling rules and guidelines, as listed in Appendix 1	
write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.		
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: Pupils should be taught to

develop positive attitudes towards and stamina for writing by:		
a. writing narratives, about personal experiences and those of others (real and fictional)	b. writing about real events, e.g. visits, visitors	
c. writing for different purposes, e.g. letters, invitations, instructions		
consider what they are going to write before beginning by:		
a. planning or saying out loud what they are going to write about	b. writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language	
c. encapsulating what they want to say, sentence by sentence		
make simple additions, revisions and corrections to their own writing by:		
a. evaluating their writing with the teacher and other pupils	b. re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form	
c. proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)		
read aloud what they have written with appropriate intonation to make the meaning clear		
Grammar and punctuation:		
understand how spoken language can be represented in writing by:		
a. learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms	c. using some features of written Standard English	
b. learning how to use:		
i) sentences with different forms: statement, question, exclamation, command	ii) expanded noun phrases to describe and specify; e.g. <i>the bluebutterfly</i>	
iii) subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)		
use and understand the grammatical terminology in Appendix 2 in discussing about their writing		