

Details of the Year 2 programme of study are listed below. Please note that during the year 2014-15, children in Year 2 will continue to follow the previous National Curriculum. Details of the Year 2 curriculum for this academic year can be found at

: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284162/Primary\\_English\\_curriculum\\_to\\_July\\_2015\\_RS.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284162/Primary_English_curriculum_to_July_2015_RS.pdf)

### **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 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

### **Reading - comprehension**

- **Develop a 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 meaning clear
- **Understand both the books that they can read accurately and fluently and those that they listen 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**

### Writing - transcription

- **Spell by:**
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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) (eg. the girl's book)
- distinguishing between homophones and near-homophones
- **Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly**
- apply spelling rules and guidance 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

- 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, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation (eg. ends of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear

## Writing - vocabulary, grammar and punctuation

- **Develop their understanding of the concepts set out in [English Appendix 2](#) by :**
- 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 and the possessive (singular)
- **Learn how to use:**
- sentences with different forms : statement, question, exclamation, command
- expanded noun phrases to describe and specify (eg. 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)
- the grammar for Year 2 in [English Appendix 2](#)
- some features of written Standard English
- **Use and understand the grammatical terminology in English [Appendix 2](#) in discussing their writing**