

# Year 2 – English Overview



## 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

## Reading – Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding.

Understand what they read, in books they can read independently

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them.

## Writing – Vocabulary, Grammar and Punctuation

Leave spaces between words

Join words and join clauses using and

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Learn the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing.

## Writing – 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

## Writing – Transcription

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

Spell by 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

Spell by learning to spell common exception words

Spell by learning to spell more words with contracted forms

Spell by learning the possessive apostrophe (singular) [for example, the girl's book]

Spell by 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

## Writing – Composition

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

Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary

Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing

Read aloud what they have written with appropriate intonation to make the meaning clear

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