

Shiney Row Primary School

Year 2 – English Programme of Study

Reading			
Reading – guided reading	Key Stage	Objective	Child Speak Target
Reading – guided reading	KS 1 Y2 AF1	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	<i>I can read most words quickly and accurately.</i>
	KS 1 Y2 AF1	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>When I see a word I have not read before, I can sound out the word without help from an adult.</i>
	KS 1 Y2 AF1	Re-read these books to build up their fluency and confidence in word reading.	<i>When I re-read my books, I become better and better at reading the text.</i>
	KS 1 Y2 AF2	Discussing the sequence of events in books and how items of information are related.	<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>
	KS 1 Y2 AF2	Drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>
	KS 1 Y2 AF2	Answering and asking questions.	<i>I can answer and ask questions about what I have read.</i>
	KS 1 Y2 AF2/3	Predicting what might happen on the basis of what has been read so far.	<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>
	KS 2 Y2 AF3/6	Making inferences on the basis of what is being said and done.	<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>
	KS 2 Y2 5	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	<i>I discuss the meaning of words.</i>
	KS 2 Y2 AF5	Discussing their favourite words and phrases.	<i>I am happy to tell you my favourite words and phrases from my reading.</i>
Reading – reading and spelling	KS 1 Y2	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	<i>I can read words quickly because I know how to sound out all parts of a word.</i>
	KS 1 Y2	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	<i>I read by blending together the sounds I know and can read out within a word.</i>
	KS 1 Y2	Read accurately words of two or more syllables that contain the same graphemes as above.	<i>I can read words with two or three syllables.</i>
	KS 1 Y2	Read words containing common suffixes.	<i>I can read words with common word endings, such as -ing and -ed.</i>
	KS 1 Y2	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read a range of unusual words from our word lists.</i>
Reading – additional objectives	KS 1 Y2	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.	<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>
	KS 1 Y2	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	<i>I can tell you about all the different stories I have read.</i>
	KS 1 Y2	Being introduced to non-fiction books that are structured in different ways.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>
	KS 1 Y2	Recognising simple recurring literary language in stories and poetry.	<i>I can recognise simple language patterns in stories and poems.</i>
	KS 1 Y2	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<i>I can say out loud a number of poems I have learnt.</i>
	KS 1 Y2	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.	<i>I take turns to discuss and listen to others about what I have read.</i>

Writing		
Writing – transcription	Statutory	Non-statutory
Handwriting	<ul style="list-style-type: none"> ▪ 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. 	<p>Pupils should revise and practise correct letter formation frequently.</p> <p>They should be taught to write with a joined style as soon as they can form letters accurately securely with the correct orientation.</p>
Spelling	<p>Spell by:</p> <ul style="list-style-type: none"> • 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) [for example, the girl’s book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher, include words using the GPCs, common exception words and punctuation taught</p>	<p>Pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.</p> <p>Children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.</p> <p>Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</p>
Writing – composition	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • 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. <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • 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. 	<p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>
Writing – vocabulary, grammar and punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing 	<p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 (‘Terminology for pupils’) when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. ‘Standard English’ is defined in the Glossary</p>

Writing – vocabulary, grammar and punctuation

Year 2

Word structure	Word structure	Word structure	Word structure	Word structure
<ul style="list-style-type: none"> • formation of nouns using suffixes such as –ness, –er and by compounding (for example, whiteboard, superman) • formation of adjectives using suffixes such as –ful, –less (a fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) • use of the suffixes –er, –est in adjectives and the use of –ly in standard English to turn adjectives into adverbs. 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • some features of written Standard English • correct choice and consistent use of present tense and past tense throughout writing. • use of the progressive forms of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting) 	<ul style="list-style-type: none"> • use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • commas to separate items in a list • apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girls' name) 	<ul style="list-style-type: none"> • noun, noun phrase • statement, question, exclamation, command • compound, suffix, adjective, adverb, verb • tense (past, present) • apostrophe, comma

Spelling Year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/ε/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /ʒl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The /l/ or /əʒl/ sound spelt -el at the end of words	<p>The -el spelling is much less common than -le.</p> <p>The -el spelling is used after m, n, r, s, v, w and more often than not after s.</p>	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	<p>The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short').</p> <p>Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p>	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always

The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hɒt') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ɜ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.