



STANBRIDGE LOWER SCHOOL

New National Curriculum 2014 - Programmes of Study

English- Year 2

Spoken Language (Yr1-Yr4)

- *Listen and respond *ask questions to extend understanding and knowledge *build vocabulary
- *articulate and justify answers, arguments and opinions *give well structure description
- *participate actively in collaborative conversations *speculate, hypothesise, imagine and explore ideas *participate in discussions, presentations, performances, role play, improvisations and debates *gain, maintain and monitor the interest of the listener(s)
- *consider and evaluate different viewpoints.

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 letters.

Reading - Word Level

- Apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognizing 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 words 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 pleasure, motivation, vocabulary and understanding of reading by...
- Listening to and discuss and express 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
 - Discuss sequence of events in books and how items of info. Are related
 - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
 - Introduce non-fiction books - structured in different ways
 - Recognise simple recurring literary language in stories and poetry
 - Discussing and clarifying the meanings of words, linking new meanings to know vocabulary
 - Discussing their favourite words and phrases
 - Continuing to build up a repertoire of poems learnt by hear, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books they can already read accurately and fluently and those they listen to by...
- Draw on what they already know or on background information and vocabulary provided
 - Check that the text makes sense to them as they read and correcting inaccurate reading
 - Make inferences using what is being said and done
 - Answering and asking questions

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 know, 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
 - Apply simple 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 and common exception words and punctuation taught so far.

Writing Composition

- Develop positive attitudes and stamina for writing...
- Writing narratives about personal experiences and those of others (real and fictional)
 - Writing about real events
 - Writing poetry
 - Writing for different purposes
- Plan before they start writing by...
- Planning or saying out loud what they are going to write about
 - Writing down ideas and or key words, including vocabulary
 - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their 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 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 be clear.

Writing - Vocabulary, Grammar and Punctuation

Develop their understanding of Appendix 2

- Predict what might happen using reading so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read by 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.

by

- Learning how to use both familiar and new punctuation correctly; 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. The blue butterfly
- The present and past tenses correctly and consistently including the progressive form#
- Subordination (using when, if, that, or because) and coordination (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.