

Year 2 English Overview

Spelling	Handwriting	Comprehension	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>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.</p> <p>Spell many common exception words.</p> <p>Spell most common exception words.</p> <p>Spell some words with contracted forms.</p> <p>Spell most words with contracted forms.</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book.</p> <p>Spell by distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.</p> <p>Add suffixes to spell most longer words correctly, including -ment, -</p>	<p>Form lower-case letters of the correct size relative to one another in some of his/her writing.</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters in most of his/her writing.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Recognise alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p> <p>Develop 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 he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p>	<p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</p> <p>Form adjectives using suffixes such as -ful, -less.</p> <p>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</p> <p>Understand how the grammatical patterns in a sentence indicate its function as an exclamation or command.</p> <p>Use present and past tense mostly correctly and consistently.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.</p> <p>Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p> <p>Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Discuss his/her favourite words and phrases.</p> <p>Answer and ask questions.</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.</p> <p>Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events to develop positive attitudes and stamina for writing.</p> <p>Write poetry to develop positive attitudes and stamina for writing.</p> <p>Write for different purposes to develop positive attitudes and stamina for writing.</p> <p>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.</p> <p>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.</p> <p>Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.</p> <p>Read aloud what he/she has written with appropriate intonation to make the meaning clear.</p>

<p>ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.</p> <p>Make inferences on the basis of what is said and done in a book he/she is reading independently.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p>			
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