National Curriculum 2014 English Year 2 St Teresa.

YEAR 2 ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
 Pupils should be taught to: listen and respond appropriat ely to adults and their peers ask relevant questions to extend their understan ding and knowledg e use relevant strategies to build their vocabular y articulate and justify answers, argument s and opinions 	Pupils should be taught to: 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	 Pupils should be taught to: 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 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 	 Spelling (see English Appendix 1) Pupils should be taught to: 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 	 Pupils should be taught to: 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 	 Pupils should be taught to: 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 	 Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English 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 [for example, the blue butterfly] the present and past tenses

 give well- 	 read 	books that are	 learning the 	to one	 make simple additions, 	correctly and
structured	accurately	structured in	possessive	another and	revisions and corrections	consistently
descriptio	words of	different ways	apostrophe	to lower	to their own writing by:	including the
ns,	two or	recognising	(singular) [for	case letters	 evaluating their 	progressive form
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different	same	. ,	between	reflects the	 re-reading to 	and, or but)
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including	as above	clarifying the	near-homophones	letters.	writing makes	 the grammar for
for	read words	meanings of			sense and that	year 2 in English
expressin	Toda Morae	words, linking	 add suffixes to spell 		verbs to indicate	Appendix 2
g feelings	containing	new meanings to	longer words,		time are used	 some features of
	common	known vocabulary	including –ment, –		correctly and	written Standard
 maintain 	suffixes	 discussing their 	ness, –ful, –less, –ly		consistently,	English
attention	 read 	favourite words			including verbs in	use and understand
and	further	and phrases	 apply spelling rules 		the continuous	the grammatical
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e actively	exception	up a repertoire of	listed in English		 proof-reading to 	English Appendix 2
in	words,	poems learnt by	Appendix 1		check for errors	in discussing their
collaborat	noting	heart,			in spelling,	writing.
ive	unusual	appreciating	write from memory		grammar and	witting.
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on topic	spelling	intonation to			punctuated	
and	and sound	make the	words using the GPCs, common		correctly]	
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and	these	Ũ	and punctuation			
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language	accurately,	they already know				
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