



Year 2

Reading

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
- 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
- Re-read these books to build up their fluency and confidence in word reading

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and ex-pressing 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 books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- 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
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- **Retrieve** key points from fiction and non-fiction e.g. characters, events, titles & information

Words in **bold** link directly to VIPERS

Writing – purpose and process

Pupils should be taught to produce writing for two key purposes: to entertain and to inform. Children will also write persuasively.

Pupils will write for different purposes including narratives about personal experiences and those of others (both real and fictional), about real events and poetry.

Pupils should be taught to 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 make simple additions, revisions and corrections to their own 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 the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation

Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.

Writing - grammar

- Write a variety of sentences including statements, questions, exclamations and commands.
- Develop use of single-clause sentences using adjectives
- Develop use of single-clause sentences using adverbs
- Use multi-clause sentences with co-ordinating conjunctions: and, or, but
- Use multi-clause sentences with subordinating conjunctions: when, if, that, because
- Use expanded noun phrases to describe and specify. e.g the big, blue butterfly
- Vary sentence openings e.g. -'ly' starters
- Use long and short sentences: long sentences to add description or information, and short sentences for emphasis.
- Correctly choose and consistently use present tense or past tense throughout texts
- Use the progressive form of verbs in the present and past tense to mark actions in progress. e.g. She is **chasing** the dog or they **were running** to school.



Year 2

Writing – text structure

Fiction

- Use different planning tools: e.g. story map / story mountain / 'boxing-up' grid
- Plan an opening around character(s), setting, time of day and type of weather
- Understand and use the 5-part story plot: language of openings e.g. in a land far away, one cold but bright morning; build-up e.g. later that day; problem / dilemma e.g. to his amazement; resolution e.g. as soon as; ending e.g. luckily, fortunately,
- Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation

Non-fiction

- Use different planning tools: text map / washing line / 'Boxing-up' grid
- Simple introduction: hook to engage reader such as a factual statement, definition, opening question
- Group related ideas / facts into sections
- Simple ending: make final comment to reader
- Sub-headings to introduce sentences / sections
- Use of lists – what is needed / lists of steps to be taken
- Could include diagrams

Writing – punctuation

Consolidate demarcating sentences with capital letters and full stops

- Question marks
- Exclamation marks
- Commas to separate items in a list
- Inverted commas for direct speech
- Apostrophes to mark contracted forms in spelling e.g. don't, can't
- Apostrophes to mark singular possession e.g. the cat's name was Dotty

Writing – handwriting

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 printed instead of joined
- 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.

Writing - spelling

- Use 'Grow The Code' mat to support independent spelling
- Use tricky words mat to support independent spelling
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- 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
- The /s/ sound spelt c before e, i and y
- The /n/ sound spelt kn and (less often) gn at the beginning of words
- The /r/ sound spelt wr at the beginning of words
- The /l/ or /əl/ sound spelt -le at the end of words
- The /l/ or /əl/ sound spelt -el at the end of words
- The /l/ or /əl/ sound spelt -al at the end of words
- Words ending -il
- The /aɪ/ sound spelt -y at the end of words
- Adding -es to nouns and verbs ending in -y
- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
- Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
- The /ɔ:/ sound spelt a before l and ll
- The /ʌ/ sound spelt o
- The /i:/ sound spelt -ey
- The /ɒ/ sound spelt a after w and qu
- The /ɜ:/ sound spelt or after w
- The /ɔ:/ sound spelt ar after w
- The /ʒ/ sound spelt s
- Add suffixes -ment, -ness, -ful, -less and -ly
- Add suffixes -er and -est to form comparisons of adjectives and adverbs
- Learning to spell common exception words
- Learning to spell more words with contracted forms e.g. can't, didn't, hasn't, couldn't, it's, I'll
- Learning the possessive apostrophe with singular nouns
- Distinguishing between homophones and near-homophones (including a strong focus on there/their/they're and to/too/two)
- Words ending in -tion