

Y2 English

Writing composition coverage

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** correctly and consistently including the progressive form
- **subordination** (using when, if, that, or because) and **co-ordination** (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.

Y2 Handwriting expectations

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** to one another and to lower case letters
- use **spacing** between words that reflects the size of the letters.

Y2 - Grammar, Vocabulary and Punctuation

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- 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.

Y2 writing transcription

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**
- learning the **possessive apostrophe (singular)** [for example, the girl's book]
- **distinguishing** between **homophones** and **near-homophones**
- **adding suffixes** to spell longer words, including **-ment, -ness, -ful, -less, -ly**
- **applying 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, common exception words and punctuation taught so far.

Y2 word 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.

Y2 Comprehension

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 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

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.

[Y2 Spoken Word](#)

Pupils should be taught to:

- **listen** and **respond appropriately** to adults and their peers
- **ask relevant questions** to extend their understanding and knowledge
- use relevant strategies to build their **vocabulary**
- **articulate** and **justify** answers, arguments and opinions
- give **well-structured descriptions, explanations** and **narratives** for different purposes, including for expressing feelings
- **maintain attention** and **participate actively** in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through **speculating, hypothesising, imagining** and **exploring ideas**
- speak **audibly** and **fluently** with an increasing command of **Standard English**
- 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**, attending to and building on the **contributions of others**
- select and use **appropriate registers** for effective communication