

Year 2 Reading Overview

Word Reading	<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>Children should be able to:</p> <ul style="list-style-type: none"> • blend the sounds in words that contain the graphemes taught • recognise alternative sounds for graphemes • read words of two or more syllables • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound • read most words quickly and accurately, without overt sounding and blending, when frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading
Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, 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 the sequence of events in books and how items of information are related • Retell a wide range of stories, fairy stories and traditional tales • Become increasingly familiar with a wider range of stories, fairy stories and traditional tales • Be introduced to non-fiction books that are structured in different ways • Recognise simple recurring literary language in stories and poetry • Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Discuss their favourite words and phrases • 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>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read, and correct inaccurate reading • Make inferences based on what is being said and done • Answer and ask questions • Predict what might happen based on what has been read so far • Participate in discussion about books, poems and other works • Take turns and listen to what others say • Explain and discuss their understanding of books, poems and other material



Year 2 Writing Overview

Transcription	<p><u>Spelling</u></p> <ul style="list-style-type: none"> segment spoken words into phonemes and representing these by graphemes, spelling many correctly learn new ways of spelling phonemes for which one or more spellings are already known spell common exception words spell more words with contracted forms learn the possessive apostrophe (singular) distinguishing between homophones and near-homophones add suffixes to spell longer words including – ment -ness -ful -less -ly learn and apply spelling rules listed in Appendix 1 <p><u>Handwriting and Presentation</u></p> <ul style="list-style-type: none"> 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 write capital letters and digits of the correct size and orientation use spacing between words that reflects the size of the letters
Grammar and Punctuation	<p><u>Word</u></p> <ul style="list-style-type: none"> recognise nouns, adjectives, verbs and adverbs form nouns using suffixes (-ness – ful) create compound words form adjectives using suffix -ful - less use suffixes – er -est in adjectives use suffix -ly to change adjectives into adverbs <p><u>Sentence</u></p> <ul style="list-style-type: none"> recognise statements, questions, exclamations and commands by grammatical patterns use knowledge of nouns and adjectives to create expanded noun phrases to describe and specify use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p><u>Text</u></p> <ul style="list-style-type: none"> use the present tense correctly and consistently use the past tense correctly and consistently use the progressive form of verbs for present and past tense <p><u>Punctuation</u></p> <ul style="list-style-type: none"> use full stops, capital letters, exclamation marks, question marks use commas for lists use apostrophes for contracted forms and the possessive (singular) <p>Grammatical terminology in English: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present</i>, <i>apostrophe, comma</i></p>
Composition	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> write narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>-</p> <p><u>Consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> 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 <p><u>Make simple additions, revisions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> evaluate their writing with the teacher and other pupils use re-reading to check that their writing makes sense check that verbs indicate that time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling and punctuation read aloud what they have written with appropriate intonation to make the meaning clear

