



## Year 2 Programme of Study for English

<b>Reading</b> Word Reading	<b>Reading</b> Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>▪ read accurately words of two or more syllables that contain the same GPCs as above</li><li>▪ read words containing common suffixes</li><li>▪ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li><li>▪ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li><li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>▪ re-read these books to build up their fluency and confidence in word reading.</li></ul>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"><li>▪ listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li><li>▪ discussing the sequence of events in books and how items of information are related</li><li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>▪ being introduced to non-fiction books that are structured in different ways</li><li>▪ recognising simple recurring literary language in stories and poetry</li><li>▪ discussing their favourite words and phrases</li><li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul> <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"><li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>▪ making inferences on the basis of what is being said and done</li><li>▪ answering and asking questions</li><li>▪ predicting what might happen on the basis of what has been read so far</li><li>▪ 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</li><li>▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>

<b>Writing - Transcription (including handwriting)</b>	<b>Writing - Composition</b>
<p><b>Spelling</b> (see Appendix 1)</p> <p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> <li>▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>▪ 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</li> <li>▪ learning to spell common exception words</li> <li>▪ learning to spell more words with contracted forms</li> <li>▪ distinguishing between homophones and near-homophones</li> <li>▪ add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful, -less, -ly</i></li> <li>▪ apply spelling rules and guidelines, as listed in Appendix 1</li> <li>▪ write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> <li>▪ writing about real events</li> <li>▪ writing poetry</li> <li>▪ writing for different purposes</li> <li>▪ consider what they are going to write before beginning by:</li> <li>▪ planning or saying out loud what they are going to write about</li> <li>▪ writing down ideas and/or key words, including new vocabulary</li> <li>▪ encapsulating what they want to say, sentence by sentence</li> <li>▪ make simple additions, revisions and corrections to their own writing by:</li> <li>▪ evaluating their writing with the teacher and other pupils</li> <li>▪ 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</li> <li>▪ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>▪ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<p><b>Handwriting</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ form lower-case letters of the correct size relative to one another</li> <li>▪ 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</li> <li>▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>▪ use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in Appendix 2 by:</li> <li>▪ learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> <li>▪ learning how to use: <ul style="list-style-type: none"> <li>▪ sentences with different forms: statement, question, exclamation, command</li> <li>▪ expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></li> <li>▪ the present and past tenses correctly and consistently including the progressive form</li> <li>▪ subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</li> <li>▪ learning the grammar in column 1 of year 2 in Appendix 2</li> </ul> </li> <li>▪ using some features of written Standard English use and understand the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul>

## Spelling work for Year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

Statutory Requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>The /dʒ/ sound spelt as ge and dge at the end of words,  <b>Term 1A Week 4</b>                      Spelled with j before a, o and u; and sometimes spelt as g elsewhere in words before e, i and y  <b>Term 1A Week 5</b></p>	<p>The letter j is never used for the /dʒ/ (“dge”) sound at the end of English words.                      At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʊ/ and /ʌ/ sounds (sometimes called ‘short’ vowels).                      After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.                      In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge                      age, huge, change, charge, bulge, village                      gem, giant, magic, giraffe, energy                      jacket, jar, jog, join, adjust</p>
<p>The /s/ sound spelt c before e, i and y  <b>Term 1A Week3</b></p>		<p>race, ice, cell, city, fancy</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words <b>Term 1A Week 1</b>                      The /ɹ/ sound spelt wr at the beginning of words  <b>Term 1A Week 2</b></p>	<p>The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago                      This spelling probably also reflects an old pronunciation.</p>	<p>knock, know, knee, gnat, gnaw</p>
<p>The // or /ə/ sound spelt –le at the end of words  <b>Term 1B Week 1</b></p>	<p>The <b>-le</b> spelling is the most common spelling for this sound at the end of words</p>	<p>table, apple, bottle, little, middle</p>
<p>The // or /ə/ sound spelt –el at the end of words  <b>Term 1B Week 2</b></p>	<p>The <b>-el</b> spelling is much less common than <b>-le</b>.                      The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b></p>	<p>camel, tunnel, squirrel, travel, towel, tinsel</p>
<p>The // or /ə/ sound spelt –al at the end of words  <b>Term 1B Week 3</b></p>	<p>Not many nouns end in <b>-al</b>, but many adjectives do.</p>	<p>metal, pedal, capital, hospital, animal</p>
<p>Words ending –il</p>	<p>There are not many of these words.</p>	<p>pencil, fossil, nostril</p>
<p>The /aɪ/ sound spelt –y at the end of words  <b>Term 1B Week 4</b></p>	<p>This is by far the most common spelling for this sound at the end of</p>	<p>cry, fly, dry, try, reply, July</p>
<p>Adding –es to nouns and verbs ending in –y  <b>Term 1B Week 5</b></p>	<p>The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.</p>	<p>flies, tries, replies, copies, babies, carries</p>
<p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.  <b>Term 2A Week 1</b></p>	<p>The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b>. The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i>.</p>	<p>copied, copier, happier, happiest, cried, replied                      ...<b>but</b> copying, crying, replying</p>

<b>Term 2A Week 2</b>		
<b>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</b> <b>Term 2A Week 3</b>	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. The exception is <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
<b>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</b> <b>Term 2A Week 4</b>	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
<b>The /ɔ:/ sound spelt a before l and ll</b> <b>Term 2A Week 5</b>	The /ɔ:/ sound (“or”) is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
<b>The /ʌ/ sound spelt o</b> <b>Term 2B Week 1</b>		other, mother, brother, nothing, Monday
<b>The /i:/ sound spelt –ey</b> <b>Term 2B Week 2</b>	The plural of these words is formed by the addition of –s ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
<b>The /ɒ/ sound spelt a after w and qu</b> <b>Term 2B Week 3</b>	<b>a</b> is the most common spelling for the /ɒ/ (‘hot’) sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
<b>The /ɜ:/ sound spelt or after w</b> <b>Term 2B Week 4</b>	There are not many of these words.	word, work, worm, world, worth
<b>The /ɔ:/ sound spelt ar after w</b> <b>Term 2B Week 4</b>	There are not many of these words.	war, warm, towards
<b>The /z/ sound spelt s</b> <b>Term 2B Week 5</b>		television, treasure, usual
<b>The suffixes –ment, –ness, –ful, –less and ‘-ly’</b> <b>Term 3A Week 1</b> <b>Term 3A Week 2</b>	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
<b>Contractions</b> <b>Term 3A Week 4</b>	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i> ). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the possessive.	can’t, didn’t, hasn’t, couldn’t, it’s, I’ll
<b>The possessive apostrophe (singular nouns)</b> <b>Term 3A Week 5</b>		Megan’s, Ravi’s, the girl’s, the child’s, the man’s

<b>Words ending in –tion</b> <b>Term 3A Week 3</b>		station, fiction, motion, national, section
<b>Homophones and near-homophones</b> <b>Term 3B Week 1</b> <b>Term 3B Week 2</b> <b>Term 3B Week 3</b>	It is important to know the difference in meaning between homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
<b>Common exception words</b> <b>Term 1A Week 6</b> <b>Term 1B Week 6</b> <b>Term 2A Week 6</b> <b>Term 2B Week 6</b> <b>Term 3A Week 6</b> <b>Term 3B Week 4,5,6</b>	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

<b>Grammar and Punctuation for Year 2</b>				
<b>Word</b>	<b>Sentence</b>	<b>Text</b>	<b>Punctuation</b>	<b>Terminology for Pupils</b>
Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness, –er</i> and by compounding (e.g. <i>whiteboard, superman</i> ) Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>–ful, –less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling appendix.) Use of the <b>suffixes</b> <i>–er, –est</i> in <b>adjectives</b> and <i>–ly</i> to turn adjectives into <b>adverbs</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i> ) <b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i> )	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma
Full coverage of the above is available on Classroom Secrets but it should also be incorporated into writing lessons and scaffolded sessions to prepare for independent writing.				