

# Griffe Field Primary School 2014 English Curriculum Overview - Year 2



| Spoken Language  | Reading – Word   | Reading - Comprehension   | Writing – transcription   | Writing – handwriting   | Writing – Composition  | Writing – Grammar, Vocabulary and Punctuation  |
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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Listen and respond appropriately to adults and their peers</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>-Use relevant strategies to build their vocabulary</li> <li>-Articulate and justify answers , arguments and opinions</li> <li>-Give well- structured descriptions , explanations and narratives for different purposes, including for expressing feelings</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>-Use spoken language to develop understanding through speculating , hypothesising , imagining and exploring ideas</li> <li>-Speak audibly and fluently with an increasing command of the Standard English</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Apply phonic knowledge and skills as the route to decode words</li> <li>-Respond speedily with the correct sound to graphemes ( letters or groups of letters)</li> <li>- Read accurately by blending sounds in unfamiliar words containing Grapheme phoneme</li> <li>-Read common correspondences that have been taught</li> <li>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>-Read words containing Grapheme phoneme correspondences and – s, es,er, ing, ed, and est endings</li> <li>-Read other words of more than one syllable that contain taught Grapheme phoneme correspondences</li> <li>-Read words with contractions ( for example I'm , I'll , we'll) and understand</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Develop pleasure in reading, motivation to read , vocabulary and understanding by :</li> <li>-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.</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 and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>- Discussing their favourite words and phrases</li> <li>-Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with</li> </ul> | <p>Spelling ( see appendix 1)</p> <p>Pupils should be taught to :</p> <p>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 spelling are already known, 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>-Learning the possessive apostrophe (singular) (for example, the girl's book)</li> <li>-Distinguishing between homophones and near homophones</li> <li>-Add suffixes to spell longer, including –</li> </ul> | <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>Pupils should be taught/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>-Write 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</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Develop their understanding of the concepts set out in English Appendix 2 by</li> <li>-Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive ( singular )</li> <li>-Learn how to use Sentences with different, statement, question, exclamation, command</li> <li>-Expanded noun phrases to describe and specify ( for example blue butterfly)</li> <li>-The present and past tenses correctly and consistently</li> </ul> |

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| <p>-Participate in discussions, presentations, performances, role play , improvisations and debates</p> <p>-Gain , maintain and monitor the interest of the listeners.</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contribution of others</p> <p>-Select and use appropriate registers for effective communication</p> | <p>that the apostrophe represents the omitted letter ( missing letter)</p> <p>- Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> | <p>appropriate intonation to make the meaning clear</p> <p>-Understand both the books that they can already read accurately and fluently and those that they listen to by</p> <p>- Drawing on what they already know or background information and vocabulary provided by the teacher</p> <p>- Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>- Making inferences on the basis of what is being said and done</p> <p>- Answering and asking questions</p> <p>-Predicting what might happen on the basis of what has been read so far</p> <p>-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</p> <p>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> | <p>ment, ness, ful, less , ly</p> <p>-Apply spelling rules and guidance as listed in English Appendix 1</p> <p>-Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far</p> |  | <p>and that verbs to indicate time are used correctly and consistently including verbs in the continuous form</p> <p>-Proof reading to check for errors in spelling, grammar and punctuation ( for example, ends of sentences punctuated correctly)</p> <p>-Read aloud what they have written with appropriate intonation to make the meaning clear</p> | <p>including the progressive form</p> <p>-Subordination (using when,if , that or because ) and coordination ( using or, and , or but )</p> <p>-The grammar for Year 2 ( see Appendix 2 )</p> <p>-Some features of written standard English</p> <p>-Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p> |
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