

## Spoken Language (Years 1-6)

1. Listen and respond appropriately to adults and their peers
2. Ask relevant questions to extend their understanding and knowledge
3. Use relevant strategies to build their vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of Standard English
9. Participate in discussions, presentations, performances, role-play/improvisations and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use appropriate registers for effective communication

## Reading

1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. Read accurately words of two or more syllables that contain the same graphemes as above
4. Read words containing common suffixes
5. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
8. Re-read these books to build up their fluency and confidence in word reading.

## Comprehension

1. develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - i. 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
  - ii. discussing the sequence of events in books and how items of information are related
  - iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - iv. being introduced to non-fiction books that are structured in different ways
  - v. recognising simple recurring literary language in stories and poetry
  - vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - vii. discussing their favourite words and phrases
  - viii. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
2. Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - i. drawing on what they already know or on background information and vocabulary provided by the teacher
  - ii. checking that the text makes sense to them as they read and correcting inaccurate reading
  - iii. making inferences on the basis of what is being said and done
  - iv. answering and asking questions
  - v. predicting what might happen on the basis of what has been read so far
3. 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
4. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## Handwriting and Presentation

1. Form lower-case letters of the correct size relative to one another
2. 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
3. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
4. Use spacing between words that reflects the size of the letters.

## Composition

1. Develop positive attitudes towards and stamina for writing by:
  - i. writing narratives about personal experiences and those of others (real and fictional)
  - ii. writing about real events
  - iii. writing poetry
  - iv. writing for different purposes
2. Consider what they are going to write before beginning by:
  - i. Planning/saying out loud what they are going to write about
  - ii. Writing down ideas and/or key words, including new vocabulary
  - iii. Encapsulating what they want to say, sentence by sentence
3. Make simple additions, revisions and corrections to their own writing by:
  - i. Evaluating their writing with the teacher and other pupils
  - ii. 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
  - iii. Proof-reading to check for errors in spelling, grammar and punctuation for example, ends of sentences punctuated correctly
  - iv. Read aloud what they have written with appropriate intonation to make the meaning

## Vocabulary, Grammar & Punctuation

1. Develop their understanding of the concepts set out in English Appendix 2 by:
    - i. 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)
  2. Learn how to:
    - i. sentences with different forms: statement, question, exclamation, command
    - ii. expanded noun phrases to describe and specify [for example, the blue butterfly]
    - iii. the present and past tenses correctly and consistently including the progressive form
    - iv. subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
    - v. the grammar for year 2 in English Appendix 2
    - vi. some features of written Standard English
  3. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
- APPENDIX 2: Year 2: Detail of content to be introduced (statutory requirement)**

<b>Word</b>	-Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]  -Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)  -Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
<b>Sentence</b>	-Subordination (using when, if, that, because) and co-ordination (using or, and, but)  -Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  -How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
<b>Text</b>	-Correct choice and consistent use of present tense and past tense throughout writing  -Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

## Text Structure

- Consolidate + Introduce:**  
**Fiction:**  
 -Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid  
 -Plan opening around character(s), setting, time of day and type of weather  
 -Understanding 5 parts to a story with more complex vocabulary  
 Opening 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**
- Secure use of planning tools: Text map / washing line / Boxing-up grid  
 -Introduction: Heading, Hook to engage reader, Factual statement/definition, Opening question  
 -Middle section(s): Group related ideas / facts into sections/ sub headings to introduce sentences /sections/use of lists - what is needed / lists of steps to be taken, bullet points for facts, diagrams  
 - Ending: Make final comment to reader/Extra tips/Did-you-know? Facts/True or false?

- The consistent use of present tense versus past tense throughout texts  
 Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)

## Sentence Construction

- Consolidate + Introduce:**  
**Types of sentences:**  
 Statements  
 Questions  
 Exclamations  
 Commands  
 -'ly' starters  
 e.g. Usually, Eventually, Finally, Carefully, Slowly, ...  
**Vary openers to sentences**  
 Embellished simple sentences using:  
 adjectives e.g. The boys peeped inside the dark cave.  
 adverbs e.g. Tom ran quickly down the hill.  
 Secure use of compound sentences (Coordination) using connectives: and/or / but / so (coordinating conjunctions)

- Complex sentences (Subordination) using:  
 Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Fire of London, which started in Pudding Lane, spread quickly.

- Additional subordinating conjunctions:  
 what/while/when/where/because/then/so that/if/to/until  
 e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.

- Use long and short sentences:  
 Long sentences to add description or information. Use short sentences for emphasis.

- Expanded noun phrases e.g. lots of people, plenty of food

- List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat.

## Literature Spine

- Stories:**  
 Room on a Broom (Julia Donaldson)  
 Gorilla (Anthony Browne)  
 Six Dinner Sid (Inga Moore)  
 Hairy Maclary from Donaldson's Dairy (Lynley Dodd)  
 Dogger (Shirley Hughes)  
 Hansel & Gretel (Anthony Browne)  
 Cinderella (Max Eilenberg and Niamh Sharkey)  
 The Gingerbread Man (Traditional Tale)  
 The Lighthouse Keeper's Lunch (Ronda & David Armitage)  
 Fantastic Mr Fox (Roald Dahl)  
 BFG (Roald Dahl)  
 The Man Who Wore All His Clothes (Allan Ahlberg & Katherine McEwan)  
 The Mousehole Cat (Antonia Barber & Nicola Bayley)  
 Flat Stanley (Jeff Brown)  
 Little Red Riding Hood (Traditional Tale)  
 The Hedgehog (Dick King-Smith)
- Poems:**

## Statutory Genres

- Fiction - narrative/poetry  
 Non-fiction - real events

## Spelling

1. Spell by:
  - i. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - ii. 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
  - iii. learning to spell common exception words
  - iv. learning to spell longer words, including -ment, -ness, -ful, -less, -ly
  - v. learning the possessive apostrophe (singular) [for example, the girl's book]
  - vi. distinguishing between homophones and near-homophones
2. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
3. Apply spelling rules and guidance, as listed in English Appendix 1
4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

# Year 2 English Overview

## Word Structure/Language

- Consolidate + Introduce:**
- Prepositions:** behind above along before between after
- Alliteration** e.g. wicked witch, slimy slugs
- Similes using...like...** e.g.... like sizzling sausages ...hot like a fire
- Two adjectives to describe the noun** e.g. The scary, old woman... Squirrels have long, bushy tails.
- Adverbs for description** e.g. Snow fell gently and covered the cottage in the wood.
- Adverbs for information** e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.
- Generalisers for information, e.g.** Most dogs... Some cats...

- Formation of nouns using suffixes such as -ness, -er

- Formation of adjectives

- using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix.)

- Use of the suffixes -er and -est to form comparisons of adjectives and adverbs

## Terminology (underlined in italics is statutory for New Curriculum)

- Introduce:**
- Apostrophe (contractions and singular possession)**
- Common for description** 'Speech marks'  
 Suffix  
 Verb / adverb  
 Statement  
 Question  
 Exclamation  
 Command (Bossy verbs)  
 Tense (past, present, future)  
 Adjective  
 Noun  
 Noun phrases  
 Generalisers

## Punctuation

- Consolidate + Introduce:**
- Demarcate sentences:** Capital letters  
 Full stops  
 Question marks  
 Exclamation marks  
 Commas to separate items in a list  
 Comma after -ly opener  
 e.g. Fortunately,...Slowly,...  
 Speech bubbles /speech marks 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

**Spelling – work for year 2****Revising 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.

**New work for year 2**

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /ɪ/ sound spell as /e/ and /ɔ:/ at the end of words, and sometimes spell as /ə/ elsewhere in words before /i, e/ and /y/	The letter /i/ is never used for the /ɪ/ sound of the end of English words. At the end of a word, the /ɪ/ sound is spell –dge straight after the /d/, /t/, /z/, /s/, /l/ and /r/ sounds (sometimes called short vowels); After all other sounds, whether vowels or consonants, the /ɪ/ sound is spell as –ge at the end of a word. In other positions in words, the /ɪ/ sound is often (but not always) spell as /ə/ before /t, l/ and /r/. The /ɪ/ sound is always spell as /i/ before /s/ and /r/.	bridge, wedge, bridge, edge, badge  age, hope, change, change, edge, village  peri, plant, magie, graft, energy parent, per, red, when adult
The /əʊ/ sound spell /o/ before /i, e/ and /y/		race, ice, sail, chy, fancy
The /ɪə/ sound spell /ə/ and /e/ at the beginning of words	The /ɪə/ and /e/ at the beginning of these words was borrowed hundreds of years ago.	lock, know, loose, great, grow
The /ə/ sound spell as at the beginning of words	This spelling probably also reflects an old pronunciation.	wife, written, write, among, wrap
The /ʊ/ or /əʊ/ sound spell –ie at the end of words	The –ie spelling is the most common spelling for this sound at the end of words.	bake, apple, bottle, title, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /ʊ/ sound spell /ə/ after /w/ and /qu/	The plural of these words is formed by the addition of –ies (monkeys, monkeys, etc.).	key, donkey, monkey, monkeys, valley
The /əʊ/ sound spell as after /w/ and /qu/	o is the most common spelling for the /əʊ/ (ough) sound after w and qu.	want, watch, wonder, quantity, squash
The /ɔ:/ sound spell as after /w/	There are not many of these words.	worm, work, worm, word, worth
The /əʊ/ sound spell as after /w/	There are not many of these words.	war, warn, towards
The /ɪ/ sound spell as		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	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) argument (2) most words ending in –y with a consonant before it but only if the last word has more than one syllable	enjoyment, sadness, parent, playful, hopeless, friendless (sailor + ness), hardly
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't = cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, wouldn't, it's, it'll
The possessive apostrophe (singular nouns)		Megans, Rovis, the girls, the chairs, the mains
Words ending in –tion		station, robot, monitor, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /ɪ/ or /ə/ sound spell –et at the end of words	The –et spelling is much less common than –it. The –et spelling is used after ns, is, s, e, v, ie and more often than –it after e.	camel, tomet, square, trapet, toitet, tomet
The /ɪ/ or /ə/ sound spell –at at the end of words	Not many nouns and –et; but many adjectives do.	motor, pedal, capital, hospital, animal
Adverbs ending –et	There are not many of these words.	parent, final, recent
The /ɪə/ sound spell –e at the end of words	This is by far the most common spelling for this sound at the end of words.	city, fly, sky, my, they, July
This y is changed to i before –ie is added:	This y is changed to i before –ie is added.	new, tree, nephew, cuppy, isolate, carried
The y is changed to e before –ed, –ed, –ed and –ed to a root word ending in –y with a consonant before it	The y is changed to e before –ed, –ed, –ed and –ed to a root word ending in –y with a consonant before it. This would result in a. The only ordinary words with a are using and being.	copied, copied; happier, happiest; creed, creped; ... but copying, crying, replying
Adding –ed to nouns and verbs ending in –y	The –e at the end of the root word is dropped before –ed, –ed, –ed, –ed, –ed, –ed or any other suffix beginning with a vowel letter is added.	taking, taking, taken; rose, roseat, rose
Adding –est, –est, –est and –est to words of one syllable ending in –e with a consonant before it	The last consonant letter of the root word is doubled to keep the last /t/, /d/, /tʃ/ or /dʒ/ sound (i.e. to keep the vowel /ə/). <b>Exception:</b> The letter 't' is never doubled: rising, mixed, lower, rising.	padding, padded; running, runned; soilder, soilded; father, fatfed, nummer, nummy
The /ʊ/ sound spell a before /i/ and /ɪ/	The /ʊ/ sound ('u') is usually spell as a before /i/ and /ɪ/.	at, tall, call, walk, talk, shout
The /əʊ/ sound spell o	other, mother, brother, nothing, Monday	

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the differences in meaning between homophones.	there/their/they're, here/hear/quarrel/ sees/see, name/beat/ seen/seen, sun/moon/ so/so/so/no/nowhere/ night/right
Common exception words	Some words are exceptions in some accents but not in others – e.g. just, fast, fast, just and both are not exceptions in accents where the a in these words is pronounced /ɛ/ as in cat. Great, meat and steak are the only common words where the /əʊ/ sound is spell ea.	lose, floor, pool; because, find, kind; mine, serine, chair; children, wid, climb; most, only, both, on; cold, gold, hold, tail; every, everybody; ever, great, break; weak, pretty, beautiful; after, fast, last, past; father, class, grass; pass, plant, path, talk; hour, noise, prove; improve, here, sugar; eye, could, should; would, who, whole; any, many, clothes; there, people, water; again, hat, money; Mr, Mrs, parents; Christmas – and/or others according to programme used. <b>Note:</b> 'thinner' is not an exception to what has been taught so far but is included because of its relationship with thin!