

English - Year Two Teaching and End of Year Expectations

<p style="text-align: center;"><u>Spoken Language</u></p> <p>Lots of opportunities for the following through working in groups of different sizes from pairs to large groups.</p> <ul style="list-style-type: none"> • Listen & respond during discussions with adults and peers, in order to learn • Ask relevant questions to extend their understanding & knowledge • Build vocabulary from a variety of sources, using a range of strategies • Articulate & justify answers & opinions • Form well-structured descriptions, explanations and narratives for different purposes, including the expression of feelings • Maintain attention & participate actively in collaborative conversations, staying on topic and responding to comments • Use spoken language to develop, elaborate & clearly explain their understanding: Speculate/ Hypothesise/Imagine/ Explore ideas in discussions • Speak audibly, fluently & expressively, adapting to the different purposes & audiences by participating in discussions, presentations, performances & role play • Gain the interest of the listener(s) • Consider & evaluate different viewpoints 	<p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;"><u>Word Reading</u></p> <ul style="list-style-type: none"> *Revise & consolidate the GPCs & the common exception words taught in Yr 1 *Apply phonic knowledge/skills in order to decode, until automatic decoding is embedded & reading is fluent. *Read accurately, blending the sounds in words containing the graphemes taught so far, including alternative sounds for graphemes. *Read accurately words of two or more syllables, containing the taught graphemes. *Read words containing common suffixes *Read a further 64 Common Exception Words *Read most words quickly & accurately, without overt sounding & blending, when they have been frequently encountered. *Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation. *Re-read books to build up their fluency & confidence in word reading. 	<p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;"><u>Comprehension</u></p> <p>Develop: pleasure in reading, the motivation to read, vocabulary & understanding:</p> <ul style="list-style-type: none"> *Listen to, discuss & express views of contemporary & classic poetry, stories & non-fiction *Discuss the sequence of events in books & how items of information are related *Become increasingly familiar with & retell a wider range of stories, fairy stories & traditional tales *Be introduced to non-fiction books that are structured in different ways *Recognise simple recurring language in stories & poetry *Discuss & clarify the meanings of words, linking new meanings to known vocabulary *Discuss favourite words & phrases *Continue to build up a repertoire of poems learnt by heart with appropriate intonation to make the meaning clear <p>Understand both books that they can already read accurately & fluently & those that they listen to:</p> <ul style="list-style-type: none"> *Draw on what they already know or on background information & vocabulary provided by the teacher *Check that the text makes sense to them as they read & correct inaccurate reading *Make inferences on the basis of what is being said & done *Answering & asking questions *Predicting what might happen on the basis of what has been read so far. <p>Participate, explain & discuss their understanding of books, poems & other works/materials that are read to them & those that they can read to themselves, taking turns & listening to what others say.</p>
<p><u>Composition</u></p> <p>Develop positive attitudes towards, & stamina for, writing:</p> <ul style="list-style-type: none"> *Write narratives about personal experiences & those of others (real & fictional) *Write about real events/ poetry & for different purposes <p>Consider what to write about before beginning:</p> <ul style="list-style-type: none"> *Plan/say out loud what to write *Write down ideas &/or key words, including new vocabulary *Bring together what they want to say, sentence by sentence <p>Make simple additions/revisions/corrections to their own writing:</p> <ul style="list-style-type: none"> *Evaluate their writing with the teacher/peers *Re-read, checking that writing makes sense & verbs indicating time are used correctly & consistently, including in the continuous form *Proof-read to check for errors in spelling, grammar & punctuation <p>Read aloud what has been written with appropriate intonation to make the meaning clear.</p>	<p style="text-align: center;"><u>Writing - Transcription</u></p> <p style="text-align: center;"><u>Handwriting</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 & horizontal strokes needed to join letters *Write capital letters and digits of the correct size, orientation and relationship to one another & to lower case letters *Use spacing between words that reflects the size of the letters 	<p style="text-align: center;"><u>Vocabulary, Grammar and Punctuation</u></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p style="text-align: center;"><u>Spelling</u></p> <ul style="list-style-type: none"> *Segment spoken words into phonemes, representing these by graphemes, spelling many correctly. *Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including homophones. *Spell the next 64 common exception words *Spell more words with contracted forms *Spell the possessive apostrophe (singular), e.g. the girl's book *Distinguish between homophones and near-homophones *Add suffixes to spell longer words, including -ment, -ness, -ful, -less, ly *Apply spelling rules & guidance *Write from memory simple dictated sentences including words using the GPCs, common exception words and punctuation taught so far. </div> <div style="width: 48%;"> <p style="text-align: center;"><u>Terminology</u></p> <ul style="list-style-type: none"> *Noun/ noun phrase *Statement, question, exclamation, command *Compound, suffix *Adjectives, adverb, verb *Tense: past, present *Apostrophe, comma <p style="text-align: center;"><u>Punctuation</u></p> <ul style="list-style-type: none"> *Use familiar & new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists & apostrophes for contracted forms and the possessive (singular), </div> </div> <div style="width: 48%; margin-top: 10px;"> <p style="text-align: center;"><u>Word/Sentence/Text</u></p> <ul style="list-style-type: none"> *Learn how to use sentences with different forms: statement, question, exclamation command *Expand noun phrases to describe & specify (e.g. the blue butterfly) *Use the past & present tenses correctly & consistently including the progressive form. *Use subordination (when, if, that, because) & co-ordination (or, and, but) *Use some features of written Standard English </div>

