

National Curriculum for English Key Stages 2

English Programme of Study: Key Stage 1 – Year 2

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil’s level of word reading. They should also be able to read many common words containing GPCs taught so far, such as *shout, hand, stop, or dream*, without needing to blend the sounds out loud first of all. Pupils’ reading of common exception words, such as *you, could, many, or people*, should be secure. Pupils increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them during Year 1.

During Year 2, teachers should continue to focus on establishing pupils’ accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems and information books, including whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary and comprehension.

In writing, pupils at the beginning of Year 2 should be able to compose individual sentences verbally and then write them down. They should be able to spell correctly many of the words covered in Year 1 (Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during Year 2. Increasingly, they learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the /le/ ending in *table*. Pupils’ motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose verbally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for Year 2, teachers should use the Year 1 Programmes of Study for word reading and spelling so that pupils’ word-reading skills catch up. However, teachers should use the Year 2 Programme of Study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study.

<p>READING Word reading Pupils should be taught to: □ read accurately by blending the sounds in words that contain the graphemes taught so far [47] □ read accurately words of two or more syllables that contain the same GPCs as above [48] □ read words containing common suffixes, e.g. <i>adventure, invention, division</i> [49] □ read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word [50] □ read words quickly and accurately when they have been frequently encountered without overt sounding and blending [51] □ read aloud books closely matched to their improving word-reading knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation [52] □ re-read books to build up their fluency and confidence in word reading. [53]</p>	<p>READING Word reading Ensure that pupils revise and consolidate the GPCs taught in Year 1. As soon as they can read words comprising the Year 2 GPCs accurately and speedily, move on to the Years 3 and 4 Programme of Study for word reading. [54] When teaching pupils how to read longer words, show pupils syllable boundaries and how to read each syllable separately before they combine them to read the word. [55] Ensure that pupils are taught how to read suffixes by helping them to build on the root words that they have already learnt. Teach the whole suffix as well as the letters that make it up. [56] Ensure that pupils who are still at the early stages of learning to read have ample practice in reading books that are closely matched to their word-reading level. [57] Pupils who can read words quickly without sounding and blending overtly are well on the way to being able to read silently. [58]</p>
<p>Comprehension Pupils should be taught to: □ understand the books they can already read accurately and fluently by: a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the book makes sense to them as they read and correcting inaccurate reading and in stories by: c. inferring what characters might be like from what they say and do d. answering and asking questions such as: ‘who did what to whom?’, ‘when?’, ‘how?’ and ‘why?’ e. predicting what might happen on the basis of what has been read so far</p>	<p>Comprehension Encourage pupils to read all the words in a sentence and ensure that they do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. reading ‘place’ instead of ‘palace’. [63] Introduce pupils to the meaning of new words within the context of what they are reading or about to read so that they are supported in learning new vocabulary and understanding what they are reading. ‘Thinking out loud’ when reading to pupils may help them to understand what skilled readers do. [64]</p>

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<p>f. discussing their favourite words and phrases [59] □ develop pleasure in reading and motivation to read by: a. 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 which they can read independently b. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales c. recognising simple recurring literary language in stories and poetry d. continuing to build up a repertoire of poems learnt by heart and recite some of these, with appropriate intonation to make the meaning clear [60] □ participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say [61] □ explain and discuss their understanding of books, poems and other works, both those they listen to and those they read for themselves. [62]</p>	<p>Ensure that deliberate steps are taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. [65] Ensure that discussion is demonstrated to pupils, that they are guided to participate in it and that they are helped to consider the opinions of others. Ensure that they receive feedback on their discussions. [66] Role-play can help pupils to identify with and explore characters and to try out the language they have listened to. [67]</p>
<p>WRITING Transcription Spelling Pupils should be taught to: □ spell by: a. segmenting words into phonemes and representing these by graphemes, spelling many correctly b. 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 (e.g. <i>two, to, too</i>) c. learning to spell common exception words d. learning to spell more words with contracted forms, e.g. <i>can't, don't</i> e. distinguishing between homophones and near-homophones [68] □ add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful</i> and <i>-less</i> [69] □ apply spelling rules and guidelines, as listed in Appendix 1 [70]</p>	<p>WRITING Transcription Spelling In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. Ensure that the process of spelling is emphasised, that is, that it involves segmenting words into phonemes and then representing all the phonemes by graphemes in the right order. (Pupils do not need to be taught the terms 'grapheme' and 'phoneme'.) Pupils should do this both for single-syllable and multi-syllabic words. [76] At this stage pupils will still be spelling some words in a phonically plausible way. Correct any misspellings of words that pupils have been taught; for other misspelt words, use them as an opportunity to teach pupils about alternative ways of representing sounds. [77] Ensure that pupils are encouraged to apply their knowledge of suffixes from their word reading to their spelling. Also ensure that they draw from and apply their growing knowledge of word and spelling structure as well as their knowledge of the origin of words (roots). [78]</p>

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<p><input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. [71]</p> <p><i>Handwriting</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> form lower-case letters of the correct size relative to one another [72] <input type="checkbox"/> 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 [73] <input type="checkbox"/> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters [74] <input type="checkbox"/> use spacing between words that reflects the size of the letters. [75] 	<p><i>Handwriting</i></p> <p>Ensure that pupils revise and practise correct letter formation frequently. Pupils should be taught to write with a joined style as soon as they can securely form letters with the correct orientation. [79]</p>
<p>Composition Pupils should be taught to: <input type="checkbox"/> develop positive attitudes towards and stamina for writing by: a. writing narratives, about personal experiences and those of others (real and fictional) b. writing about real events, e.g. visits, visitors c. writing for different purposes, e.g. letters, invitations, instructions [80] <input type="checkbox"/> consider what they are going to write before beginning by: a. planning or saying out loud what they are going to write about b. writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language c. encapsulating what they want to say, sentence by sentence [81] <input type="checkbox"/> make simple additions, revisions and corrections to their own writing by: a. evaluating their writing with the teacher and other pupils b. re-reading to check that their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form</p>	<p>Composition Reading whole books, not simply extracts, helps pupils not only to increase their vocabulary and grammatical knowledge, but also to understand how different texts, including narratives, are structured. All of this can be drawn upon for their writing. [86] Ensure that pupils understand, through being shown these, the skills and processes essential to writing, that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. [87] Drama and role-play can contribute to pupils' writing by providing opportunities for pupils to play roles and improvise scenes, including those involving fictional characters. [88]</p>
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c. proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) [82]

□ read aloud what they have written with appropriate intonation to make the meaning clear. [83]

Grammar and punctuation

Pupils should be taught to:

- understand how spoken language can be represented in writing by:
 - a. 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
 - b. learning how to use: □ sentences with different forms: statement, question, exclamation, command □ expanded noun phrases to describe and specify, e.g. *the blue butterfly* □ subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*)
 - c. using some features of written Standard English [84] □ use and understand the grammatical terminology in Appendix 2 in discussing their writing. [85]

Grammar and punctuation

Ensure that the terms for discussing language are embedded for pupils in the course of discussing their writing with them. Draw attention to the technical terms they need to learn. [89]

