



St James' Church of England Primary School

Key Learning in English – Year 2



Word Reading

As above and:

Letters and Sounds Phase 6.

- Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping*.
- Read words containing common suffixes e.g. *-ness, -ment, -ful, -ly*.
- Read further common exception words, noting tricky parts (see bottom).
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.
- Uses tone and intonation when reading aloud.
- Read longer and less familiar texts independently.

Comprehension

As above and:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.
- Sequencing and discussing the main events in stories.
- Learning and reciting a range of poems using appropriate intonation.
- Retelling a wider range of stories, fairy tales and traditional tales.
- Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.
- Discussing how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
- Identifying, discussing and collecting favourite words and phrases.
- Recognising use of repetitive language within a text or poem e.g. *run, run as fast as you can and across texts e.g. long, long ago in a land far away...*
- Make personal reading choices and explain reasons for choices.

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Introducing and discussing key vocabulary within the context of a text.
- Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised*.
- Activating prior knowledge and raising questions e.g. *What do we know? What do we want to know? What have we learned?*
- Checking that texts make sense while reading and self-correct.
- Making predictions using evidence from the text.
- Making inferences about characters and events using evidence from the text e.g. *what is a character thinking, saying and feeling?*

Participating in discussion about what is read to them, taking turns and listening to what others say:

- Making contributions in whole class and group discussion.
- Listening and responding to contributions from others.
- Giving opinions and supporting with reasons e.g. *Was Goldilocks a good or bad character?*

- Considering other points of view.

Explaining clearly their understanding of what they read themselves and what is read to them:

- Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Use commas to separate items in a list. ▪ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ▪ Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing</i>. Other time connectives: <i>while, as, before, after</i>. ▪ Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i>. Other reason connectives: <i>so, if, then, for, unless</i>. ▪ Select, generate and effectively use verbs. ▪ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▪ Use present tense for non-chronological reports and persuasive adverts. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. ▪ Read aloud their writing with intonation to make the meaning clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Segment spoken words into phonemes and represent 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 a few common homophones. ▪ Learn to spell common exception words. ▪ Learn to spell more words with contracted forms. ▪ Distinguish between homophones and near-homophone. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Form lower-case letters of the correct size relative to one another. ▪ Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>. ▪ Write upper case letters of the correct size relative to lower case letters. ▪ Start using some of the diagonal and horizontal strokes needed to join letters.

- Select, generate and effectively use **nouns**.
- Add **suffixes** *ness* and *er* to create **nouns** e.g. *happiness, sadness, teacher, baker*.
- Select, generate and effectively use **adjectives**.
- Add **suffixes** *ful* or *less* to create **adjectives** e.g. *playful, careful, careless, hopeless*.
- Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest*.
- Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully*.

- Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.