

Year 2 English Curriculum Overview and Skills

Reading KPIs:

- Secure with year group phonic expectations (see Phonics assessment).
- Reads aloud books matched closely to their phonics knowledge with accuracy without using strategies to work out words
- Recognise simple recurring literacy language.
- Reads accurately by blending the sounds in words that contain the graphemes and recognises alternative sounds for graphemes.
- Make inferences on plot, setting and characters in familiar and unfamiliar stories.
- Recount main themes and events
- Comment on structure of the text.
- Ask and answer questions about the text.
- Read aloud with expression and intonation.
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information in non-fiction.

Reading Progression of Skills:

Reading Progression Map Year R- 6		
	Word Reading	Understanding Text
Year 2	<ul style="list-style-type: none">• To continue to decode words using phonic knowledge and skills• To read common exception words• To respond speedily to alternative sounds for graphemes• To read unfamiliar sounds drawing on GPC knowledge• To read fluently approx. 90 words per minute• To read common prefixes and suffixes confidently• To read contracted words and understand that the apostrophe is used for omitted letters when reading contracted words	<ul style="list-style-type: none">• To discuss books drawing on inferences about events, characters actions• To listen to short novels• To become familiar with a range of text of different lengths including poems and traditional tales• To use class and school libraries to choose books for enjoyment and appropriate to a given topic• To learn some poems by heart• To make predictions drawing on understanding of what is known• To ask and answer questions about what is read• Check reading makes sense and self-correct•

Writing KPIs

- I make phonetically plausible attempts at spelling common exception words
- Write different kinds of sentence – statement, question, exclamation, command
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct use of verb tenses-past and present
- Write with correct and consistent use of- capital letters, full stops, question marks, exclamation marks.
- Use commas in a list
- Use apostrophe to mark omission and singular possession in nouns
- Write under headings
- Write lower case letters correct size relative to one another and diagonal/horizontal strokes to join.

Writing Purpose for Writing/ Genre Outcomes

	Fiction	Non-Fiction	Poetry
2	<ul style="list-style-type: none"> To write narrative set in a familiar settings which children have experienced in structured sequential sentences to entertain To write a narrative diary/ journal in first person sequencing events chronologically to inform To write an alternative story that use the language of fairy tales to entertain To write descriptions of imaginary settings 	<ul style="list-style-type: none"> To find information and present a non-chronological report To use lists to inform To use headings, captions and labels to inform and guide the reader on a given subject To use an informal tone to communicate thoughts, ideas and opinions to a familiar audience e.g. postcards, letter to inform the reader To write a set of instructions using a sequence of commands to inform To organise information into suitable categories and present in an orderly way 	<ul style="list-style-type: none"> Write poems that use pattern, rhyme and description to entertain To write nonsense poems and limericks to entertain To write poems that mimic significant authors to entertain

Writing Progression of Skills:

Year Group	Sentence Level	Punctuation	Spelling	Vocabulary/ Grammatical terms	Handwriting
2	<ul style="list-style-type: none"> To demarcate sentences using capital letters and full stops. Use the past and present tense mostly correctly and consistently. Use coordination (and / or / but) Use subordination (when / if / that / because) Use spacing between words that reflects the letter sizes. 	<ul style="list-style-type: none"> Capital letters Full Stops ? accurately ! , for lists Apostrophe for contraction- can't, didn't, hasn't, couldn't, and introduce singular possession. 	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonetically plausible attempts at others. Formation of nouns using suffixes. – ness, -er / compound words. Formation of adjectives using suffixes. (-ful / - less) Suffixes – er / - est and -ly to turn adjectives into adverbs. Spell many common exception words 	<ul style="list-style-type: none"> Noun Noun phrase Adjective Adverbs: <i>Time</i>- a few minutes later, finally, usually, suddenly, often <i>Manner</i>- slowly, happily, quickly Verb Statement Question Exclamation Command Compound Suffix Tense – past / present Apostrophe comma Conjunctions: 	<ul style="list-style-type: none"> Cursive script Write letters (inc. capitals and digits) the correct size, orientation and size in relation to one another.

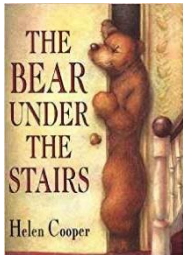
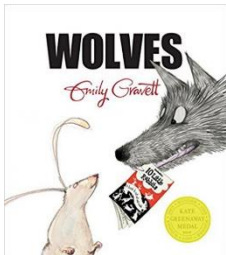

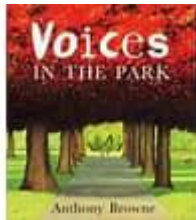

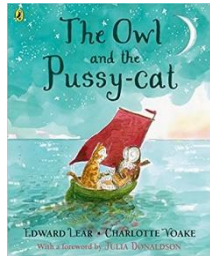
	<ul style="list-style-type: none"> • Use expanded noun phrases for description and specification. • Planning and saying out loud what will be written. • Make simple additions, revisions and corrections to their own writing. • Know how to identify and write: Statements, Questions, Commands and exclamative sentences 			Co-ordinating- and, but, or Subordinating- when, if, because, that	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------	--

Sentence Types (Writer's Toolbox):

Sentence Type Progression Map Years 1-6		
Year Group	Writer's Toolkit Sentence Type	Progression Map reference
1	Simple Sentence	Use capital letters and full stops
2	Simple Sentence Red, White and Blue Sentence Power Sentence	Use capital letters and full stops Commas for lists adjectives/ verbs for description
3	Preposition Sentence Adverb Start sentence	Prepositions for time, place, cause, manner
4	-ed Start Sentence -ing Start sentence W Start Sentence	Prepositions for time, place, cause, manner/ Commas after fronted adverbials Use commas following a clause

	Introduce Explore the Subject Sentence	
5	Secure Explore the Subject Sentence Semi-colon Sentence Em- Dash Sentence	Use commas following a clause/ relative clause/ parenthesis Use semi colon Use dashes to mark parenthesis
6	Consolidate the use of 12 sentence structures.	

Core Text:

Teaching from a book	<p>The Bear Under the Stairs</p>  <p>Helen Cooper</p>	<p>Wolves – Emily Gravett</p>  <p>Twas the night before Christmas – Clement C. Moore</p>	<p>Inside the Villains – Clotilde Perrin</p>  <p>The Minpins – Roald Dahl</p>	<p>Voices in the Park</p>  <p>Anthony Browne</p>	<p>The Bear and the Piano</p>  <p>David Litchfield</p>	<p>The Owl and the Pussy Cat – Edward Lear</p>  <p>We are water Protectors - Carole Lindstrom</p>
----------------------	----------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

						
--	--	------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------

Oracy KPIs:

- Speak with clarity and use intonation when reading and reciting texts
- Tell real and imagined stories using the conventions of familiar story language
- Explain ideas and processes using language and gesture appropriately
- Offer relevant contributions to group discussions.
- Attempt to structure talk to aid the listener/listeners
- Speak clearly with appropriate intonation, varying talk to capture and hold the listeners' attention.
- Use modelled Standard English for speech, when appropriate, on occasion self-correcting.
- Ask questions to clarify understanding and learn new vocabulary.
- Building and challenging ideas using sentence stems.

Tier 2 Vocabulary (Level 4- Year 2)

astonished	possession
chaotic	precious
coaxed	argumentative
contribute	queasy
devastated	ruined
distressed	trek

dusk	scent
endless	shabby
familiar	shivering
frantic	stern (ly)
heroic	convince
irritate	submerge
memorise	suitable
mischievous	tremendous
mysterious	vague
nuisance	vision
outrageous	wailed
courageous	weary