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| **St Peter’s Catholic** **Primary School**   | **Year 2.** **English Curriculum** | **Terminology for pupils**noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. |
| **Reading - Word**Throughout year 2 children will:* continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
* read accurately words of two or more syllables that contain the same GPCs as above
* read words containing common suffixes
* read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
* read most words quickly and accurately when they have been frequently encountered 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.
 | **Reading – Comprehension**Throughout Year 2 children will develop pleasure and understanding in reading, motivation, accuracy, fluency and vocabulary by: * 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 at which they can read independently
* discussing the sequence of events in books and how items of information are related
* becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
* being introduced to non-fiction books that are structured in different ways
* recognising simple recurring literary language in stories and poetry
* discussing their favourite words and phrases
* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
* drawing on what they already know or on background information and vocabulary provided by the teacher
* checking that the text makes sense to them as they read and correcting inaccurate reading
* making inferences on the basis of what is being said and done
* answering and asking questions
* predicting what might happen on the basis of what has been read so far
* 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
 | **Spoken Language**Throughout Year 2 children will be taught to:* Recount experiences and explore possibilities. SL1)
* Explain plans and ideas, extending them in the light of discussion. (SL2)
* Articulate clearly so that others can hear. (SL3)
* Vary talk and expression to gain and hold the listener’s attention. (SL4)
* Show awareness of the listener by including relevant details. (SL5)
* Attempt to express ideas precisely, using a growing vocabulary. (SL6)
* Listen carefully and respond appropriately, asking questions of
* others. (SL7)
* Demonstrate ‘attentive listening’ and engage with another speaker. (SL8)
* Extend experiences and ideas through role-play. (SL9)
* Begin to be aware of ways in which speakers vary talk, for example
* the use of more formal vocabulary and tone of voice. (SL10)
* Show awareness that speakers use a variety of ways of speaking in
* different situations and try out different ways of speaking. (SL11)
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| **St Peter’s Catholic** **Primary School**   | **Year 2.** **English Curriculum** | **Terminology for pupils**noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. |
| **Writing – Composition**Throughout Year 2 children will be taught to write sentences by:* develop positive attitudes towards and stamina for writing by:
* writing narratives about personal experiences and those of others (real and fictional)
* writing about real events
* writing poetry
* writing for different purposes
* consider what they are going to write before beginning by:
* planning or saying out loud what they are going to write about
* writing down ideas and/or key words, including new vocabulary
* encapsulating what they want to say, sentence by sentence
* make simple additions, revisions and corrections to their own writing by:
* evaluating their writing with the teacher and other pupils
* 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
* proof-reading to check for errors in spelling, grammar
* and punctuation (e.g. ends of sentences punctuated correctly)
* read aloud what they have written with appropriate intonation to make the meaning clear.
 | **Writing – Transcription**Throughout Year 2 children will be taught to spell by:* segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
* 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
* learning to spell common exception words
* learning to spell more words with contracted forms
* learning the possessive apostrophe singular e.g. the girl’s book
* distinguishing between homophones and near-homophones
* 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*
* use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
* *–less, –ly*
* apply spelling rules and guidelines, as listed in Appendix 1
* write from memory simple sentences dictated by the teacher that include words and punctuation taught so far
 | **Handwriting**Throughout Year 2 children will be taught to:* form lower-case letters of the correct size relative to one another
* 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
* write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
* use spacing between words that reflects the size of the letters.
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| **English Objectives Year 2 – Term 1** |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing*** Talk with teacher/ peers about the language and layout features in models of similarly structured writing.
* Say out loud what they are going to write about using talk with teacher/ peers, and using models of similarly-structured writing.
* Use a model of similarly-structured planningnand written/ visual prompts on a planning frame (eg. Text maps, planning boxes) to record and group key ideas/ words (including new vocabulary) before writing.
* Use the key ideas/ models on own planning frame as a starting point for oral composition.
* Compose and rehearse each sentence orally, using vocabulary and sentence structures that have been taught.
* Write each sentence, recording accurately what has been composed so that it makes sense and conveys meaning.
* Make simple additions, revisions and corrections to their own writing by re-reading to check their writing makes sense.
* Proof-read to check for errors in spelling, grammar and punctuation.
* Read aloud their writing in a small group, using appropriate intonation to make the meaning clear, eg. *pause at full stops.*
* Re-read own writing for sense and accuracy (S5)
* Use appropriately sized spaces (related to letter size) between words.

**Narrative*** To prepare and re-tell stories individually and through role play in groups, using dialogue and narrative from text, using Talk for Writing to develop knowledge of story structure. (T1)
* Make a story plot using captions, pictures, arrows to record main incidents in order. (T2)
* To use stories read as models for their own writing. (T3)
* To build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text. (T4)
* Write about significant incidents from known stories. (T5)
* Use describing words to create stories with simple settings. (T6)
* Write narratives with a chronological sequence in familiar genres e.g. *traditional tale, local setting*.
* Write narratives with a series of events and/or familiar plot e.g. *opening, problem, resolution, ending.*

**Poetry*** To learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns alternative) and forms of presentation (T7)
* To substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines. (T8)

**Non-fiction*** To understand the distinction between fact and fiction; to use terms ‘*fact’, ‘fiction'* and *'non-fiction'* appropriately (T10)
* To read simple written instructions, *e.g. in the classroom, simple recipes, plans, instructions for constructing something* (T11)
* To sequence actions logically to form a set of instructions. (T12)
* To write simple instructions using ‘bossy’ verbs and time connectives*, e.g. getting to school, playing a game* (T13)
* To use diagrams in instructions, *e.g. drawing and labelling diagrams as part of a set of instructions* (T14)
* To read and write letters; using a variety of openings and endings. (T15)
* Write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. (T16)
* Write chronological texts e/g/ instructions, recounts about personal experiences and those of others (real or fictional) recounts.
* Put letters and words into alphabetical order using the first letter. (T17)
 | **Word Classes*** Use the language of time e.g. first/then/next. (S7)
* Use more precise verbs e.g. *walked instead of went, shouted instead of said.*
* Use articles the and a, possessives e.g. *my, his, her, our and numbers/qualifiers* e.g. *some, all, most.*
* Use superlative adjectives including where the root word has changed e.g. *best, worst, most, biggest, tiniest.*
* Use comparative adjectives including where the root word has changed e.g. *better, smaller*
* Maintain correct subject verb agreement using familiar verbs, including a greater range of irregular verbs e.g. *I have a dog. John has a dog.*
* Make correct choice and consistently use simple present tense e.g. *we jump, she flies.*
* Make correct choice and consistently use present progressive tense e.g. *we are jumping, she is flying.*
* Make correct choice and consistently use simple past tense – using – ed suffix e.g. *jumped, climbed, wanted* and irregular past tenses showing some use of Standard English e.g. *ran instead of runned.*
* Make correct choice and consistently use past progressive – using – ing suffix e.g. *I was jumping He was jumping*
* Use imperative form to write commands using more precise verbs instead of simple present tense e.g. *Slice, Glue, Pour.*

**Sentence structure and organisation*** Extend the use of a range of words and phrases to link sentences e.g. and/but/because/so/when/then. (S3)
* Learning how to use: sentences with different forms: statement, question, exclamation, command (S8)
* Learning how to use expanded noun phrases to describe and specify, e.g. *the blue butterfly* (S9)
* Use co-ordination – join two ideas with *‘and’, ‘so’, ‘but’, ‘or’* to write sentences with two clauses e.g. *I like juice and I like milk. I was thirsty so I drank my juice. I like juice but I don’t like milk. I can go to the park or I can stay at home.*

**Punctuation*** Revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing. (S1)

***Developing early writing*** *Unit B p.134-135** Use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships. (S2)

***Developing early writing*** *Unit C p.136-137** Write in clear sentences using full stops and capital letters, exclamation and question marks (S4)
* Read and respond to question words e.g. what, where, when, who, why. (S6)
* Use full stops, question marks and exclamation marks to demarcate end of sentences, questions and exclamations.
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| **English Objectives Year 2 – Term 2** |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing*** Talk with teacher/ peers about the language and layout features in models of similarly structured writing.
* Say out loud what they are going to write about using talk with teacher/ peers, and using models of similarly-structured writing.
* Use a model of similarly-structured planning and written/ visual prompts on a planning frame (eg. Text maps, planning boxes) to record and group key ideas/ words (including new vocabulary) before writing.
* Use the key ideas/ models on own planning frame as a starting point for oral composition.
* Compose and rehearse each sentence orally, using vocabulary and sentence structures that have been taught.
* Write each sentence, recording accurately what has been composed so that it makes sense and conveys meaning.
* Make simple additions, revisions and corrections to their own writing by re-reading to check their writing makes sense.
* Proof-read to check for errors in spelling, grammar and punctuation.
* Read aloud their writing in a small group, using appropriate intonation to make the meaning clear, eg. *pause at full stops.*
* Re-read own writing for sense and accuracy (S5)
* When discussing writing, recognise and use terminology from previous year group and from Y2: *noun, noun phrase; statement, question, exclamation command, compound, suffix; adjective, adverb, verb; tense (past, present); apostrophe, comma.*

**Narrative*** To prepare and re-tell stories individually and through role play in groups, using dialogue and narrative from text, using Talk for Writing to develop knowledge of story structure. (T1)
* Discuss and compare story themes. (T2)
* Make a story plot using captions, pictures, arrows to record main incidents in order. (T3)
* To use stories read as models for their own writing. (T4)
* Write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text. (T5)
* Write about significant incidents from stories read. (T6)
* To write a simple story with a beginning, middle and end – including descriptions to interest the reader. (T7)
* Include description of setting and character.
* Write simple/familiar openings and endings which are appropriate to genre.

**Poetry*** Learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns alternative) and forms of presentation (T8)
* Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems (T9)
* To substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines. (T10)
* Write a simply-structured poem based on those read: this does not have to rhyme. (T11)

**Non-fiction*** Understand the distinction between fact and fiction; to use terms ‘*fact’, ‘fiction'* and *'non-fiction'* appropriately; (T12)
* Pose questions and record these in writing, prior to reading non-fiction to find answers; (T13)
* Read and then write non-chronological reports based on structure of known texts, e.g. *There are two sorts of x ...; They live in x ...; the A's have x ...; but the B's etc.,* using appropriate language to sequence ideas. (T14)
* Write non-fictional texts using simple organisation and features to suit the purpose of the text type e.g. *use given headings and sub-headings.*
* Write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions (T15)
* Know that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries. (T16)
* Read and follow simple instructions. (T17)
* To sequence actions logically to form a set of instructions. (T18)
* To write simple instructions using ‘bossy’ verbs and time connectives(T19)
* To use diagrams in instructions, *e.g. drawing and labelling diagrams as part of a set of instructions* (T20)
* To read and write letters; using a variety of openings and endings. (T21)
* Write chronological texts e/g/ instructions, recounts about personal experiences and those of others (real or fictional) recounts.
 | **Word Classes*** Use adverbs of time (when) e.g. *yesterday* and simple adverbial phrases for time e.g. *One morning.*
* Use familiar adverbial phrases for time to start and end narratives or recounts e.g. *happily ever after, Last week*
* To be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. I am, the children are (S3) Developing early writing Unit B p.129-130
* Use verb tenses with increasing accuracy in speaking and writing, e.g. catch/caught, see/saw, go/went and to use past tense consistently for narration; (S4)
* Use the language of time e.g. first/then/next. (S9)
* 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] (S12)
* Use a greater range of singular and plural nouns with correct plural suffixes e.g. *puppy/puppies.*
* Maintain correct subject verb agreement using familiar verbs, including a greater range of irregular verbs e.g. *I have a dog. John has a dog.*
* Make correct choice and consistently use present progressive tense e.g. *we are jumping, she is flying.*
* Make correct choice and consistently use simple past tense – using – ed suffix e.g. *jumped, climbed, wanted* and irregular past tenses showing some use of Standard English e.g. *ran instead of runned.*
* Make correct choice and consistently use past progressive – using – ing suffix e.g. *I was jumping He was jumping*
* Use adverbs of manner (how) e.g. *fast, slowly, quietly, loudly. Hard.*
* how the prefix un– changes the meaning of verbs and adjectives (negation or undoing)
* regular noun suffixes, including the effects of these suffixes on the meaning of the noun suffixes that can be added to verbs where no change is needed to the spelling of the root word formation of nouns using suffixes –ness, –ment, –er and by compounding formation of adjectives using suffixes –ful and –less formation of adjectives using suffixes –er and –est

**Sentence structure and organisation*** Extend the use of a range of words and phrases to link sentences e.g. sub-ordination (using, when, if, that, or, because) and co-ordination (using, or, and, or, but) (S7)
* learning how to use: sentences with different forms: statement, question, exclamation, command (S10)
* learning how to use: expanded noun phrases to describe and specify, e.g. the blue butterfly (S11)
* Use similar preposition phrases to write expanded noun phrases for specification e.g. *in, on: The dog in the kennel growled. The dog on the mat growled.*

**Punctuation*** Write in clear sentences using full stops and capital letters, exclamation, question marks and commas in a list(S1)
* Use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships. (S2) Developing early writing Unit C p.136-137
* Read and respond to question words e.g. what, where, when, who, why. (S8)
* Use apostrophe to show missing letters in contractions e.g. *he’s, I’m, it’s, hasn’t, can’t, didn’t, couldn’t.*
* Use apostrophe to show singular possession e.g. *John’s dog, the girl’s bag.*
* Use commas in a list of nouns e.g. *I bought eggs, apples and bread.*
* Use full stops, question marks and exclamation marks to demarcate end of sentences, questions and exclamations. Write statements, commands, exclamations and questions.
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| **English Objectives Year 2 – Term 3** |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing*** Talk with teacher/ peers about the language and layout features in models of similarly structured writing.
* Say out loud what they are going to write about using talk with teacher/ peers, and using models of similarly-structured writing.
* Use a model of similarly-structured planning and written/ visual prompts on a planning frame (e.g. Text maps, planning boxes) to record and group key ideas/ words (including new vocabulary) before writing.
* Use the key ideas/ models on own planning frame as a starting point for oral composition.
* Compose and rehearse each sentence orally, using vocabulary and sentence structures that have been taught.
* Write each sentence, recording accurately what has been composed so that it makes sense and conveys meaning.
* Make simple additions, revisions and corrections to their own writing by re-reading to check their writing makes sense.
* Proof-read to check for errors in spelling, grammar and punctuation.
* Read aloud their writing in a small group, using appropriate intonation to make the meaning clear, e.g. *pause at full stops.*
* Re-read own writing for sense and accuracy (S7)
* When discussing writing, recognise and use terminology from previous year group and from Y2: *noun, noun phrase; statement, question, exclamation command, compound, suffix; adjective, adverb, verb; tense (past, present); apostrophe, comma.*

**Narrative*** Prepare and re-tell stories individually and through role play in groups, using dialogue and narrative from text, using Talk for Writing to develop knowledge of story structure. (T1)
* Discuss and compare story themes. (T2)
* Make a story plot using captions, pictures, arrows to record main incidents in order. (T3)
* To use stories read as models for their own writing. (T4)
* Write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text. (T5)
* Write about significant incidents from stories read. (T6)
* Write a story with a beginning, middle and end – including descriptions to interest the reader. (T7)
* Compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons (T8)
* Read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication; (T9)
* Write simple evaluations of books read and discussed, giving reasons. (T10)
* Write simple/familiar openings and endings which are appropriate to genre.

**Poetry*** Learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns alternative) and forms of presentation (T11)
* Discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types (T12)
* Use humorous verse as a structure to write their own simply-structured poems by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences, etc., derived from reading; write tongue-twisters or alliterative sentences. They do not have to rhyme. (T13)

**Non-fiction*** Pose questions and record these in writing, prior to reading non-fiction to find answers (T14)
* Write non-chronological reports based on structure of known texts, e.g. *There are two sorts of x ...; They live in x ...; the A's have x ...; but the B's etc.,* using appropriate language to sequence ideas. (T15)
* Write non-fictional texts using simple organisation and features to suit the purpose of the text type e.g. *use given headings and sub-headings.*
* Write an opening statement or question to introduce the text.
* Write a simple closing statement or exclamation (to show simple viewpoint).
* Know that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries. (T16)
* Read and follow simple instructions. (T17)
* Write chronological texts e/g/ instructions, recounts about personal experiences and those of others (real or fictional) recounts.
* To sequence actions logically to form a set of instructions, identifying ‘bossy’ verbs and time connectives. (T18)
* To write a set of instructions using ‘bossy’ verbs, time connectives and adverbs.(T19)
* To use diagrams in instructions, *e.g. drawing and labelling diagrams as part of a set of instructions* (T20)
* To read and write letters; using a variety of openings and endings. (T21)
 | **Word Classes*** Use verb tenses with increasing accuracy in speaking and writing, e.g. catch/caught, see/saw, go/went and to use past tense consistently for narration; (S5)
* 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] (S11)
* Use imperative form to write commands using more precise verbs instead of simple present tense e.g. *Slice, Glue, Pour.*
* Use adverbs of manner (how) e.g. *fast, slowly, quietly, loudly. Hard.*
* Use a wider range of adverbs of place e.g. *here, there, inside.*
* Use adverbial phrase for place using a wider range of prepositions e.g. *‘under’, ‘over’,* e.g. *I played under the bed. He went over the bridge.*
* how the prefix un– changes the meaning of verbs and adjectives (negation or undoing)
* regular plural noun suffixes –s or –es, including the effects of these suffixes on the meaning of the noun suffixes that can be added to verbs where no change is needed to the spelling of the root word formation of nouns using suffixes –ness, –ment, –er and by compounding formation of adjectives using suffixes –ful and –less formation of adjectives using suffixes –er and –est

**Sentence structure and organisation*** To be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. I am, the children are (S4) Developing Early Writing Unit B p.129-130
* Learn how to use sentences with different forms: statement, question, exclamation, command (S9)
* Learn to use expanded noun phrases to describe and specify, e.g. the blue butterfly. (S10)
* Use familiar modals including negatives e.g. *I can swim, he can’t swim, you must go.*
* Use dialogue starting with speech e.g. *Go home said Dad.*
* Use subordination to express time using *‘when’* e.g. *I had sweets when I got home.*
* Use subordination to express cause for ’*because’* e.g. *I ate the chocolate because I was hungry.*
* Use ‘subordination to express condition using *‘if’* e.g. *I wear thick socks if its cold.*
* Use subordination – add a relative clause using *‘that’* as a pronoun e.g. *I have a ball that is red.*
* Write cohesive devices to link sentences, e.g. *pronouns, adverbs.*

**Punctuation*** Use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships. (S1) Developing Early Writing Unit C p.136-137
* Recognise and take account of exclamation marks and question marks in reading aloud with appropriate expression; (S2)
* Develop their understanding of the concepts set out in Appendix 2 by 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 and a possessive singular. (S3)
* Use exclamation marks in writing (S6)
* Begin to use dialogue in stories, including speech marks as appropriate. (S8) Developing early writing Unit E p.135-136.
* Use apostrophe to show missing letters in contractions e.g. *he’s, I’m, it’s, hasn’t, can’t, didn’t, couldn’t.*
* Use apostrophe to show singular possession e.g. *John’s dog, the girl’s bag.*
* Use commas in a list of nouns e.g. *I bought eggs, apples and bread.*
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