English Curriculum - Year 2

		Ger	nres			
Autumn			Spring		Summer	
Stories with Familiar Settings (Narrative) Explanation texts		Poems on a Theme			 Stories from Other Cultures (Narrative) 	
 Explanation texts Letters 		 Traditional Tales (Narrative) 			 Different Stories by the Same Author (Character Description) 	
• Letters		 Instructions 			Recount (Newspaper Report)	
		Snoken	Language			
Pupils should be taught to:		Spoken		nic knowledge by clar	pring pronouncing counds within words	
Sift information and focus on important points.		 Demonstrate good phonic knowledge by clearing pronouncing sounds within words. Identify syllables within words. 				
Seek clarification when a message is not clear.		• Ensure stories have a setting, plot and a sequence of events.				
• Understand instructions with more than one point.		• Recount experiences with interesting detail.				
Use subject specific vocabulary to explain and describe.		• Predict events in a story.				
Suggest words or phrases appropriate to the topic being discussed.		• Take turns to talk, listening carefully to the contributions of others.				
Identify homophones.		 Vary language between formal and informal according to the situation. 				
Speak in a way that is clear and easy to understand.		• Add humour to a discussion or debate, where appropriate.				
		Ph	nonics		and the same	
Children work in ability groups according to the current RWI group they a in Year 2. Children who are below ARE read daily to an adult; if children ar			rey group by the end of Autumn t	term. Children who di	d not meet the required standard in the Phonic Screening Check in Year 1 should be re-screened	
Reading - Word Reading		Reading - Comprehension				
Pupils should be taught to:		Pupils should be taught to:				
• continue to apply phonic knowledge and skills as the route to decode words until automatic			Develop pleasure in reading, motivation to read, vocabulary and understanding by:			
decoding has become embedded and reading is fluent		• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently				
• read accurately by blending the sounds in words that contain the graphemes taught so far,			discussing the sequence of events in books and how items of information are related			
especially recognising alternative sounds for graphemes		•becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales				
 read accurately words of two or more syllables that contain the same graphemes as above 		• being introduced to non-fiction books that are structured in different ways				
 read words containing common suffixes 		■ recognising simple recurring literary language				
• read further common exception words, noting unusual correspondences between spelling		discussing and clarifying the meanings of w	words, linking new meanings to k	known vocabulary		
and sound and where these occur in the word		discussing their favourite words and phras	ses			
 read most words quickly and accurately, without overt sounding and blending, when they 		continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear				
have been frequently encountered		understand both the books that they can already read accurately and fluently and those that they listen to by:				
 read aloud books closely matched to their improving phonic knowled 	dge, sounding out	drawing on what they already know or on b	packground information and voc	abulary provided by	the teacher	
unfamiliar words accurately, automatically and without undue hesita	ntion	checking that the text makes sense to the	em as they read and correcting	inaccurate reading		
re-read these books to build up their fluency and confidence in word reading.		making inferences on the basis of what is being said and done				
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re-read these books to build up their fluency and confidence in wor	d reading.	 making inferences on the basis of what is the answering and asking questions 	being said and done			
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