



English programmes of study: key stages 1 and 2 National  
curriculum in England  
Year 2: Reading & Writing

READING		Reading Comprehension	Writing Composition: Vocabulary, Grammar & Punctuation	Writing Composition	Writing Transcription:	
					Spelling	Handwriting
<p><b>Range of Reading</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Familiarity with Texts</b></p> <ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories, and traditional tales</li> <li>Recognising simple recurring literary language in stories and poetry.</li> </ul> <p><b>Poetry and Performance</b></p> <ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Being introduced to non-fiction books that are structured in different ways.</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately most words of two or more syllables that contain the same graphemes as above.</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul> <p><b>Language Comprehension</b></p> <ul style="list-style-type: none"> <li>Read words containing common suffixes.</li> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>Discuss their favourite words and phrases.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Re-read books that are consistent with their improving phonic knowledge, to build up their fluency and confidence in word reading.</li> <li>Recite some poems learnt by heart with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Discussing the sequence of events in books and how items of information are related.</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul> <p><b>Discussing Texts</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions.</li> <li>Predict what might happen on the basis of what has been read so far.</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted and possessive forms.</li> <li>Understand sentences with different forms: statements, questions, exclamations and commands.</li> <li>Use expanded noun phrases to add description and detail.</li> <li>Use the present and past tenses correctly and consistently including the progressive form.</li> <li>Use co-ordination (and, or, but) to write compound sentences.</li> <li>Use subordination (when, if, that, because) to write complex sentences.</li> <li>Use some features of written Standard English.</li> </ul> <p><b>From Appendix 2 pg.65/66 learn and use the:</b></p> <p><b>Grammar</b></p> <p><i>formation of nouns using suffixes</i> <i>formation of adjectives using suffixes</i> <i>adjectives in to adverbs</i> <i>subordination</i> <i>expanded noun phrases</i> <i>types of sentences</i> <i>present / past tense &amp; Past and present in progressive form</i> <i>punctuation</i></p> <p><b>Grammatical terminology</b></p> <p><i>noun, noun phrase</i> <i>statement, question, command, exclamation</i> <i>compound</i> <i>suffix</i> <i>adjective, verb, adverb</i> <i>tense (past &amp; present)</i> <i>apostrophe and comma</i></p>	<ul style="list-style-type: none"> <li>Demonstrate positive attitudes to writing and growing stamina.</li> <li>Write narratives, real events, poetry and for different purposes (pg.21).</li> <li>Plan and orally rehearse writing, including selecting vocabulary, phrases and sentences (pg.21).</li> <li>Make simple revisions, additions and corrections to their own writing. (pg.21).</li> <li>Read aloud what they have written with appropriate intonation to make meaning clear.</li> </ul>	<p><b>Follow Spelling requirements from Appendix 1 pg45-48</b></p> <ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these with graphemes, spelling many correctly.</li> <li>Learn new ways of spelling phonemes including a few common homophones.</li> <li>Spell common exception words.</li> <li>Spell more words with contracted forms.</li> <li>Use the possessive apostrophe (<i>singular – the girl's book</i>).</li> <li>Distinguishing between homophones and near homophones.</li> <li>Add suffixes to spell longer words -ness, -ful, -ly and -less.</li> <li>Add -ing, -ed, -er, -est to words.</li> <li>Add es to words ending in y.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relevant to one another.</li> <li>Begin to join and understand which letters are best left un-joined.</li> <li>Write capital letters and digits the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>