



Vocabulary, grammar and punctuation (statutory requirements)

Pupils should be taught to:

Develop their understanding of the concepts in English Appendix 2 by:

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- Sentences with different forms: statement, question, exclamation, command.
- Expanded noun phrases to describe and specify
- The present and past tenses correctly and consistently including the progressive form
- Subordination (using when, if that or because) and coordination (using or, and or but)
- The grammar for Year 2 in English Appendix 2
- Some features of written Standard English

Pupils should be taught to not only understand what the terminology means e.g adjective; they should also be able to identify the type of word, clause or sentence they see, without being given the name.

‘What type of sentence is this?’

‘Which word group do these words belong to?’

Due to the nature of our English curriculum, these objectives are taught and consolidated throughout the three terms; there is no requirement to split them. This allows for progression within each objective, as well as consolidation to prepare the pupils for the next year group.

Word	Sentence	Text	Punctuation	Terminology for pupils
♦ Formation of nouns using suffixes such as –ness, -er and by compounding. ♦ Formation of adjectives using suffixes such as –ful, -less (see English Appendix 1 page 45) ♦ Use of the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.	♦ Subordination (using when, if that because) and coordination (using or, and, but) ♦ Expanded noun phrases for description and specification. ♦ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	♦ Correct choice and consistent use of present tense and past tense throughout writing. ♦ Use of the progressive form of verbs in the present and past tense to mark actions in progress.	♦ Use of capital letters, full stops, question marks, and exclamation marks to demarcate sentences. ♦ Commas to separate items in a list. ♦ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense, apostrophe, comma.

Spelling:

Year 2 should follow the Twinkl Year 2 spelling pattern sequence. Exceptions to this are pupils with SEN; otherwise, they should be working at their age appropriate level. Weekly spellings to learn are based on 6 words that they know each week, and 4 from previous weeks. This reinforces previous learning and keeps their knowledge fresh. Spelling tests are to be presented in GPS or English books, using the agreed format of sentence/context.

Reading (statutory requirements)

Pupils should be taught to:

- 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 graphemes 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, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched 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.

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

- 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.
- Discussing the events that they read 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 a variety of ways.
- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying meanings to known vocabulary.
- 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.

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

- 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.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Evidence of the reading spine should be evident in every classroom, e.g. a display with the fiction and non-fiction texts being used during the unit of work.

In every class, there should be a focus on the dedicated teaching of reading; this is **essential**. Pupils must be taught to fully explain and comprehend what they read, through class reading and home reading. It is crucial that comments in reading records by staff members acknowledge the pupil's actual understanding of what they read, showing that a discussion has been held to ascertain the level of understanding of what the pupil reads. This must be shown at each reading stage before they move up. The use of a class text promotes the love of reading from the teacher, and should be focused on when possible.

Writing (statutory requirements)

Pupils should be taught to:

Develop positive attitudes towards 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 their writing makes sense and that verbs to indicate time are used correctly consistently, including verbs in the continuous forms.
- Proofreading to check for errors in spelling, grammar, and punctuation (for example, ends of sentences punctuated correctly).

Read aloud what they have written with appropriate intonation to make the meaning clear.

Handwriting

Handwriting should be taught regularly and reinforced throughout the curriculum by having a clear expectation of pupils to put their handwriting skills into practice, rather than just in a discrete lesson. Pupils across school should be taught the 'looped k' and this should be modelled for pupils. It is also essential that adults in school use correct formation when writing on the board.

Spoken language

There should be a consistent approach to spoken grammar; pupils must be corrected when their grammar is incorrect and they should have correct grammar modelled to them.

Text focus:

Writing is based on texts (including non-fiction texts) and should include a wide range of writing, e.g. reports, narratives, descriptions, instructions.

Reading spine:

A range of texts which complement the chosen whole class texts are also being included in our teaching of reading. This is part of our commitment to widening the breadth of texts used, and including more non-fiction texts in our daily teaching. This can be in the form of sections of texts, online texts, non-fiction books or websites.

Reading domains:

The focus of reading for each week should be featured through the reading domains, which must be evidenced every week in English.