

# **The English National Curriculum**

## **The Year 2 Learner**

### **READING**

#### **Word reading**

By the end of Year 2, children's reading will have become more automatic and fluent. They will apply their growing phonic knowledge and skills confidently so that they will be able to read books at their level more quickly and accurately, without sounding out and blending as often. By reading and re-reading a variety of books they will have built up their reading skills so that they can tackle difficult words with greater confidence and independence. The children read a range of fiction and non-fiction books from various different reading schemes, as well as non-scheme books. We use 'Letters and Sounds' as the basis of our phonics teaching.

#### **Vocabulary**

Children will continuously build on their existing vocabulary through a range of reading, writing, speaking and listening experiences during the year. Children will know a greater variety of word meanings and will use these more confidently across the strands of English. They will be given opportunities to explore new vocabulary and use it in their work.

#### **Comprehension**

Children will have become increasingly familiar with a range of stories, poems and information texts by the end of Year 2. They will be given opportunities to explain and discuss their understanding of these reading materials, both those they listen to and those they read for themselves. They will begin to recognise language used in stories and be able to retell and sequence events. Simple key features of non-fiction material will be identified, discussed and compared to other types of reading material. Opportunities to study books relating to a particular theme, within a series or by a particular author will encourage children to further develop their enthusiasm and love of books.

### **WRITING**

#### **Spelling**

Children will continue to develop their spelling skills by segmenting words into sounds and by representing these with groups of letters, and by learning to spell common words off by heart. They will investigate how different letters can be used to represent the same sounds through more complex phonics work which builds on their previous learning. At this stage many children's attempts to spell words will be phonetically plausible, but not necessarily completely accurate.

#### **Handwriting**

Children will be using upper case and lower case letters with greater accuracy. They will begin to use some of the horizontal and diagonal strokes needed to join their letters and will produce handwriting which is more consistent in size.

#### **Composition**

Children will have time to consider what they are going to write through various planning stages which will sometimes be recorded. They will undertake a wide range of writing tasks, sometimes based on their own experiences, and sometimes drawing on their imagination. Writing will be proof-read by the child, their peers and adults in order to make simple additions, revisions and corrections to their own work. Final written pieces will be shared and discussed.

#### **Vocabulary, grammar and punctuation**

Throughout Year 2, children will develop their understanding and use of familiar punctuation marks, including capital letters, full stops, exclamation marks and question marks. Children will also be introduced to the use of commas for listing. Children will also learn about the correct use of past and present tenses and different types of written sentences, for example a question or command.

### **SPEAKING AND LISTENING**

The development of speaking and listening skills is essential to all elements of learning in the English curriculum. The importance of listening to adults and peers appropriately will be reinforced and children will be expected to describe, explain and express their ideas and feelings, carefully considering their audience. Children will use a wider range of vocabulary and learn about effective speaking in a variety of contexts.