

KEY LEARNING IN ENGLISH -YEAR 2

Spoken Language	Reading – word reading	Reading – comprehension	
<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play/improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping Read words containing common suffixes e.g. -ness, -ment, -ful, -ly Read further common exception words, noting tricky parts (see bottom) Read frequently encountered words quickly and accurately 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 Uses tone and intonation when reading aloud Read longer and less familiar texts independently 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry Sequencing and discussing the main events in stories Learning and reciting a range of poems using appropriate intonation Retelling a wider range of stories, fairy tales and traditional tales Read a range of non-fiction texts including information, explanations, instructions, recounts, reports Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams Identifying, discussing and collecting favourite words and phrases Recognising use of repetitive language within a text or poem e.g. run, run as fast as you can and across texts e.g. long, long ago in a land far away... Make personal reading choices and explain reasons for choices <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> Introducing and discussing key vocabulary within the context of a text Use morphology to work out the meaning of unfamiliar words e.g. terror, terrified Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned? Checking that texts make sense while reading and self-correct Making predictions using evidence from the text Making inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? Participating in discussion about what is read to them, taking turns and listening to what others say Making contributions in whole class and group discussion Listening and responding to contributions from others Giving opinions and supporting with reasons e.g. Was Goldilocks a good or bad character? Considering other points of view Explaining clearly their understanding of what they read themselves and what is read to them. Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how 	
Writing - composition		Writing – transcription	
vocabulary, grammar & punctuation	composition	spelling	handwriting
<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and, but and or</i> Use sentences with different forms: statement, question, command, exclamation Use commas to separate items in a list Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other time connectives: <i>while, as, before, after</i> Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Other reason connectives: <i>so, if, then, for, unless</i> Select, generate and effectively use verbs Use past tense for narrative, recount (e.g. diary, newspaper report, biography) and historical reports Use present tense for nonchronological reports on persuasive adverts Select, generate and effectively use nouns Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. happiness, sadness, teacher, baker Select, generate and effectively use adjectives Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. playful, careful, careless, hopeless Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. faster, fastest, smaller, smallest Use suffix <i>ly</i> to turn adjectives into adverbs e.g. slowly, gently, carefully 	<ul style="list-style-type: none"> Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade Write about real and fictional events Write simple poems based on models Edit and improve their own writing in relation to audience and purpose Evaluate their writing with adults and peers Proofread to check for errors in spelling, grammar and punctuation Read aloud their writing with intonation to make the meaning clear 	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which one or more spellings are already known Learn some words with each spelling, including a few common homophones Learn to spell common exception words Learn to spell more words with contracted forms Distinguish between homophones and nearhomophone Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. happiness, sadness, teacher, baker Select, generate and effectively use adjectives. Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. playful, careful, careless, hopeless Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. faster, fastest, smaller, smallest Use suffix <i>ly</i> to turn adjectives into adverbs e.g. slowly, gently, carefully Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another use upper case letters appropriately e.g. <i>not</i> always writing <i>A</i> as a capital, <i>not</i> using capitals within words write upper case letters of the correct size relative to lower case letters start using some of the diagonal and horizontal strokes needed to join letters correctly