

Nunney First School
English Curriculum for Year 2

Year 2 Reading – Word Reading	Key Teaching Strategies
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	<ul style="list-style-type: none"> • access to the Read Write Inc. (RWI) phonics and reading programme for pupils who did not complete the programme by the end of Year 1 – note pupils are grouped by stage not age • daily use of the Year 2 RWI Spelling Programme • guided reading with a focus on word recognition • independent reading • use of <u>blend it</u>, <u>digraph</u>, <u>split digraph</u> and <u>chunk it</u> strategies from North Somerset Learning Exchange’s five prompts for decoding (blend it, digraph, split digraph, chunk it and sight word)
read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	<ul style="list-style-type: none"> • access to the RWI phonics and reading programme for pupils who did not complete the programme by the end of Year 1 • Year 2 RWI Spelling Programme • guided reading with a focus on word recognition • independent reading • use of <u>blend it</u>, <u>digraph</u>, <u>split digraph</u> and <u>chunk it</u> strategies from North Somerset Learning Exchange’s five prompts for decoding
read accurately words of two or more syllables that contain the same graphemes as above	<ul style="list-style-type: none"> • Year 2 RWI Spelling Programme • guided reading with a focus on word recognition • independent reading • use of <u>blend it</u>, <u>digraph</u>, <u>split digraph</u> and <u>chunk it</u> strategies from North Somerset Learning Exchange’s five prompts for decoding
read words containing common suffixes	<ul style="list-style-type: none"> • Year 2 RWI Spelling Programme • guided reading with a focus on word recognition • independent reading
read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	<ul style="list-style-type: none"> • Year 2 RWI Spelling Programme • guided reading with a focus on word recognition • independent reading • use of and regular rehearsal to develop instant visual recognition of RWI ‘red words’ that have to be learnt by sight
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	<ul style="list-style-type: none"> • guided reading with a focus on word recognition • independent reading • use of and regular rehearsal to develop instant visual recognition of RWI ‘red words’ that have to be learnt by sight
read aloud books closely matched to their improving phonic knowledge, sounding out	<ul style="list-style-type: none"> • use of RWI reading books • guided reading with a focus on word recognition

unfamiliar words accurately, automatically and without undue hesitation	<ul style="list-style-type: none"> • independent reading • use of North Somerset Learning Exchange's five prompts for decoding
re-read these books to build up their fluency and confidence in word reading	<ul style="list-style-type: none"> • quality daily teaching of reading delivered within the RWI systematic synthetics phonics programme • rereading RWI books to build fluency, confidence and expression • guided reading with a focus on word recognition • independent reading

Year 2 Reading – Comprehension	Key Teaching Strategies
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	<ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension • book talk • performance poetry
discussing the sequence of events in books and how items of information are related	<ul style="list-style-type: none"> • story mapping • boxing-up
becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	<ul style="list-style-type: none"> • oral story-telling • use of key stories and texts as the driver for each English loop of learning
being introduced to non-fiction books that are structured in different ways	<ul style="list-style-type: none"> • using non-fiction across the curriculum for example: recipe books; labelled diagrams; websites
recognising simple recurring literary language in stories and poetry	<ul style="list-style-type: none"> • oral story-telling • reading aloud to children • guided reading with a focus on language comprehension • book talk
discussing and clarifying the meanings of words, linking new meanings to known vocabulary	<ul style="list-style-type: none"> • provision of a wide range of reading materials that provoke interest and offer challenge • systematic vocabulary development through key texts and stories used by teachers to drive each English loop of learning • semantic strategies
discussing their favourite words and phrases	<ul style="list-style-type: none"> • book talk • vocabulary walls • use of 'magpieing'
continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	<ul style="list-style-type: none"> • book talk • performance poetry
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	<ul style="list-style-type: none"> • discussion of class story • guided reading with a focus on language comprehension including the use of prior knowledge activation strategies
checking that the text makes sense to them as they read and correcting inaccurate reading	<ul style="list-style-type: none"> • during guided and independent reading, use of the prompt, “you said...does that make sense?”
making inferences on the basis of what is being said and done	<ul style="list-style-type: none"> • discussion of class story • guided reading with a focus on language comprehension • book-talk
answering and asking questions	<ul style="list-style-type: none"> • guided reading with a focus on language comprehension including the use of: <ul style="list-style-type: none"> – reciprocal teaching whereby the teacher and pupils collaborate in learning and practice the four key skills of: summarizing, questioning, clarifying, and predicting – question generation – book talk – hot-seating
predicting what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> • discussion of class story • guided reading with a focus on language comprehension • book-talk • reciprocal teaching
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	<ul style="list-style-type: none"> • discussion of class story • guided reading with a focus on language comprehension • book-talk • reciprocal teaching
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension • book-talk • reciprocal teaching

Year 2 Writing - Transcription	Key Teaching Strategies
<ul style="list-style-type: none"> • spell by: <ul style="list-style-type: none"> – segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly – learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, 	<ul style="list-style-type: none"> • daily, discrete teaching of spelling using the RWI Year 2 Spelling Programme • Access to daily systematic phonics teaching for pupils who have yet to complete the RWI phonics/reading programme • guided writing – transcriptional focus • application of ‘Every Time We Write’ success criteria

<ul style="list-style-type: none"> including a few common homophones – learning to spell common exception words – learning to spell more words with contracted forms – learning the possessive apostrophe (singular) [for example, the girl's book] – distinguishing between homophones and near-homophones 	
<ul style="list-style-type: none"> • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 	<ul style="list-style-type: none"> • daily, discrete teaching of spelling using the RWI Year 2 Spelling Programme • guided writing – transcriptional focus • application of 'Every Time We Write' success criteria
<ul style="list-style-type: none"> • apply spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> • daily, discrete teaching of spelling using the RWI Year 2 Spelling Programme • guided writing – transcriptional focus • application of 'Every Time We Write' success criteria
<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • daily, discrete teaching of spelling using the RWI Year 2 Spelling Programme • guided writing – transcriptional focus • application of 'Every Time We Write' success criteria

Year 2 Writing – Handwriting	Key Teaching Strategies
<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<ul style="list-style-type: none"> • systematic use of Nunney First School's Handwriting Programme (Nelson Handwriting) and progression through the exercises in this <p>Note: these objectives are taught in Year 1 and consolidated in Year 2 so that children have established a joined style by the end of Year 2</p>

Year 2 Writing – Composition	Key Teaching Strategies
<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> – writing narratives about personal experiences and those of others (real and fictional) 	<ul style="list-style-type: none"> • see Nunney First School's 'Principles for Medium Term Literacy Planning' <p>Principles for Medium Term Literacy Planning</p>

<ul style="list-style-type: none"> – writing about real events – writing poetry – writing for different purposes 	
<p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> • use of loops of learning for teaching English, allowing time for children to generate and capture ideas prior to writing • shared writing (including modelled, teacher scribed and supported composition) • guided writing – composition focus • use of Pie Corbett ‘Talk for Writing’ methodologies
<p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> – evaluating their writing with the teacher and other pupils – re-reading to check that their writing makes sense and that verbs used to indicate time are used correctly and consistently, including verbs in the continuous form – proof-reading to check for errors in spelling, grammar and punctuation for example, ends of sentences punctuated correctly 	<p>Focusing on the editing stage of the writing process:</p> <ul style="list-style-type: none"> • shared writing (including modelled, teacher scribed and supported composition) • guided writing – transcriptional and compositional focus • see Nunney First School’s ‘Feedback and Marking Policy’
<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<ul style="list-style-type: none"> • use of expressive reading strategies explicitly taught through the RWI phonics/reading programme • teacher modelling • quality speaking

Year 2 Writing – Vocabulary, Grammar And Punctuation	Key Teaching Strategies
<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> – 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) 	<ul style="list-style-type: none"> • discrete grammar and punctuation teaching within planned English loops of learning • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing - compositional focus • application of ‘Every Time We Write’ success criteria
<p>learn how to use:</p> <ul style="list-style-type: none"> – sentences with different forms: statement, question, exclamation, command – expanded noun phrases to describe and specify for example, the blue 	<ul style="list-style-type: none"> • discrete grammar and punctuation teaching within planned English loops of learning • writer-talk • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus

<p>butterfly</p> <ul style="list-style-type: none"> – the present and past tenses correctly and consistently including the progressive form – subordination (using when, if, that, or because) and co-ordination (using or, and, or but) – the grammar for year 2 in English Appendix 2 – some features of written Standard English 	<ul style="list-style-type: none"> • guided writing – compositional focus • application of ‘Every Time We Write’ success criteria
<p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing and that of others</p>	<ul style="list-style-type: none"> • discrete grammar and punctuation teaching within planned English loops of learning • writer-talk • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing – compositional focus