'English for academic year – Class 2'

Years 1 and 2

	Year 1 children (National Curriculum Programme of Study)	Year 2 children (National Curriculum Programme of Study)
Reading – Word Reading	apply phonic knowledge and skills as the route to decode words	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
	graphemes read accurately by blending sounds in	read accurately words of two or more syllables that contain the same graphemes as above
	unfamiliar words containing GPCs that have been taught	read words containing common suffixes
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words, noting unusual correspondences 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 words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
	read other words of more than one syllable that contain taught GPCs	re-read these books to build up their fluency and confidence in word reading.
	read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	
	read aloud accurately books that are	

	consistent with their developing phonic	
	consistent with their developing phonic	
	knowledge and that do not require	
	them to use other strategies to work	
	out words	
	re-read these books to build up their	
	fluency and confidence in word reading.	
Reading -	develop pleasure in reading, motivation	develop pleasure in reading, motivation to
Comprehension	to read, vocabulary and understanding	read, vocabulary and understanding by:
	by:	
		listening to, discussing and expressing
	listening to and discussing a wide range	views about a wide range of contemporary
	of poems, stories and non-fiction at a	and classic poetry, stories and non-fiction
	level beyond that at which they can	at a level beyond that at which they can
	read independently	read independently
	being encouraged to link what they	discussing the sequence of events in books
	read or hear read to their own	and how items of information are related
	experiences	he coming in even singly formilies with and
	becoming yory familiar with key staries	becoming increasingly familiar with and
	becoming very familiar with key stories, fairy stories and traditional tales,	retelling a wider range of stories, fairy stories and traditional tales
	retelling them and considering their	
	particular characteristics	being introduced to non-fiction books that
		are structured in different ways
	recognising and joining in with	
	predictable phrases	recognising simple recurring literary
		language in stories and poetry
	learning to appreciate rhymes and	
	poems, and to recite some by heart	discussing and clarifying the meanings of
		words, linking new meanings to known
	discussing word meanings, linking new	vocabulary
	meanings to those already known	
		discussing their favourite words and
	understand both the books they can	phrases
	already read accurately and fluently and those they listen to by:	continuing to build up a reportoire of
		continuing to build up a repertoire of poems learnt by heart, appreciating these
	drawing on what they already know or	and reciting some, with appropriate
	on background information and	intonation to make the meaning clear
	vocabulary provided by the teacher	
		understand both the books that they can
	checking that the text makes sense to	already read accurately and fluently and
	them as they read and correcting	those that they listen to by:
	inaccurate reading	drawing on what they already know or on
		background information and vocabulary
	discussing the significance of the title	provided by the teacher
	and events	
	molting informance on the basis of the basis	checking that the text makes sense to
	making inferences on the basis of what	them as they read and correcting

	is being said and done	inaccurate reading
	predicting what might happen on the basis of what has been read so far	making inferences on the basis of what is being said and done
	participate in discussion about what is read to them, taking turns and listening	answering and asking questions
	to what others say	predicting what might happen on the basis of what has been read so far
	explain clearly their understanding of what is read to them.	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.
Writing – transcription	Spell: words containing each of the 40+ phonemes already taught	Spelling (see English Appendix 1) Pupils should be taught to: spell by:
Spelling	common exception words the days of the week	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
	name the letters of the alphabet: naming the letters of the alphabet in order	learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common
	using letter names to distinguish between alternative spellings of the same sound	homophones learning to spell common exception words
	add prefixes and suffixes:	learning to spell more words with contracted forms
	using the spelling rule for adding –s or – es as the plural marker for nouns and the third person singular marker for verbs	learning the possessive apostrophe (singular) [for example, the girl's book]
	using the prefix un-	distinguishing between homophones and near-homophones
	using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped,	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
	helper, eating, quicker, quickest] apply simple spelling rules and	apply spelling rules and guidance, as listed in English Appendix 1
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	guidance, as listed in English Appendix 1	write from memory simple sentences
	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Writing - Handwriting	sit correctly at a table, holding a pencil comfortably and correctly	form lower-case letters of the correct size relative to one another
	begin to form lower-case letters in the correct direction, starting and finishing in the right place	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
	form capital letters	unjoined
	form digits 0-9	write capital letters and digits of the correct size, orientation and relationship to
	understand which letters belong to which handwriting 'families' (i.e. letters	one another and to lower case letters
	that are formed in similar ways) and to practise these.	use spacing between words that reflects the size of the letters
Writing -	write sentences by:	develop positive attitudes towards and
Composition	saying out loud what they are going to write about	stamina for writing by: writing narratives about personal
	composing a sentence orally before writing it	experiences and those of others (real and fictional)
		writing about real events
	sequencing sentences to form short narratives	writing poetry
	re-reading what they have written to check that it makes sense	writing for different purposes
	discuss what they have written with the teacher or other pupils	consider what they are going to write before beginning by:
	read aloud their writing clearly enough to be heard by their peers and the	planning or saying out loud what they are going to write about
	teacher.	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 that their writing makes sense and that verbs 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] read aloud what they have written with appropriate intonation to make the meaning clear.
Writing – Vocabulary, Grammar, Punctuation	develop their understanding of the concepts set out in English Appendix 2 by:leaving spaces between wordsjoining words and joining clauses using andbeginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation markusing a capital letter for names of people, places, the days of the week, and the personal pronoun '1'learning the grammar for year 1 in English Appendix 2use the grammatical terminology in English Appendix 2 in discussing their writing.	develop their understanding of the concepts set out 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 [for example, the blue butterfly] 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 use and understand the grammatical terminology in English Appendix 2 in