# Year 2 Curriculum

**Spoken Language**

* 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, roleplay/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

## Reading

**Word Reading**

Our children will 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 to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
* reread these books to build up their fluency and confidence in word reading.

**Comprehension**

Our children will be taught to:

* 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 sequence of events 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 different ways
	+ recognising simple recurring literary language in stories and poetry
	+ discussing and clarifying the meanings of words, linking new 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.

## Writing

**Spelling**

Our children will be taught to:

* spell by:
	+ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
	+ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, 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
* add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
* apply spelling rules and guidelines, as listed in [English Appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
* write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

**Handwriting and Presentation**

Our children will be taught to:

* form lower-case letters of the correct size relative to one another
* 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
* write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
* use spacing between words that reflects the size of the letters.

**Composition**

Our children will be taught to:

* Develop positive attitudes towards and 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
	+ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
	+ 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

**Vocabulary, grammar & punctuation**

Our children will be taught to:

* develop their understanding of the concepts set out in [English Appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:
	+ learning how to use both familiar and new punctuation correctly (see [English Appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)) , 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)
	+ learning the grammar for year 2 in [English Appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
	+ some features of written Standard English
* use and understand the grammatical terminology in [English Appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) in discussing their writing and reading.
* [Children](https://www.swanageprimary.dorset.sch.uk/topic/children)
* [Community](https://www.swanageprimary.dorset.sch.uk/topic/community)