

English Programme of Study: Key Stage 1 – Year 2

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading. They should also be able to read many common words containing GPCs taught so far, such as *shout*, *hand*, *stop*, or *dream*, without needing to blend the sounds out loud first of all. Pupils' reading of common exception words, such as *you*, *could*, *many*, or *people*, should be secure. Pupils increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them during Year 1.

During Year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems and information books, including whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary and comprehension. In writing, pupils at the beginning of Year 2 should be able to compose individual sentences verbally and then write them down. They should be able to spell correctly many of the words covered in Year 1 (Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during Year 2. Increasingly, they learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the /le/ ending in *table*. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose verbally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for Year 2, teachers should use the Year 1 Programmes of Study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the Year 2 Programme of Study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study.

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - a. writing narratives, about personal experiences and those of others (real and fictional)
 - b. writing about real events, e.g. visits, visitors
 - c. writing for different purposes, e.g. letters, invitations, instructions [80]
- consider what they are going to write before beginning by:
 - a. planning or saying out loud what they are going to write about
 - b. writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language
 - c. encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - a. evaluating their writing with the teacher and other pupils

- b. re-reading to check that their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form
 - c. proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear.

They should do this by:

Reading whole books, not simply extracts, helps pupils not only to increase their vocabulary and grammatical knowledge, but also to understand how different texts, including narratives, are structured. All of this can be drawn upon for their writing.

Ensure that pupils understand, through being shown these, the skills and processes essential to writing, that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to pupils' writing by providing opportunities for pupils to play roles and improvise scenes, including those involving fictional characters.

Grammar and punctuation Pupils should be taught to:

□ understand how spoken language can be represented in writing by:

a. learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms

b. learning how to use:

□ sentences with different forms: statement, question, exclamation, command

□ expanded noun phrases to describe and specify, e.g. *the blue butterfly* □ subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*)

c. using some features of written Standard English

□ use and understand the grammatical terminology in Appendix 2 in discussing their writing.

Grammar and punctuation Ensure that the terms for discussing language are embedded for pupils in the course of discussing their writing with them. Draw attention to the technical terms they need to learn- verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)

Capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark contracted forms in spelling

Term and Unit	Outcomes
Autumn	
Poetry using alliteration, onomatopoeia and similes	<p>Select one of the following themes -Remembrance Day/Poppies/Autumn</p> <p>Extended Writing: Create own poem using the taught skills and develop interesting and unusual vocabulary to engage the reader.</p>
Letter writing	<p>How do we open a letter? What are the differences between a formal and informal letter? Explore letter structure.</p> <p>Letters from evacuees/soldiers. Develop range of ? they would want to ask and ensure that letters are descriptive and share some of the feelings of the character they adopt.</p> <p>Extended Writing Letters from soldiers at the front or evacuees. Use the correct salutations and letter format.</p>
Write stories that use the language of traditional tales.	<p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Extended writing: Children re-tell the story from a shared story map and use the map to manipulate the story for invention.</p>
Stories in familiar settings	<p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Using the Lion and the Unicorn by Shirley Hughes, explore countryside settings including evacuation</p> <p>Extended Writing: Create own settings and re-tell as aspect of the story in their setting.</p>
Instructions including lists	<p>Share and explore the Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken</p>

	<p>Bullet points for facts Diagrams The consistent use of present tense versus past tense throughout texts</p> <p>Link to DT making winding mechanism. Make the item and break down the process to make a shared model. Demonstrate how to box up the plan and develop new and interesting vocab. Ration recipes?</p> <p>Extended Writing: Use bullet points and organisational devices to ensure clear instructions for the making of.....</p>
Spring	
<p>Stories from a range of cultures</p>	<p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>For you are a Kenyan Child- Kelly Cunnane</p> <p>What do we learn about the cultures these stories are set in? How is this similar/ different to our culture? Focus on the setting and characters as these should be able to share something of the culture and places the stories are set in. Develop shared story map.</p>

	<p>Extended Writing- making some changes to story- develop own story line.</p>
<p>Pattern and rhyme on a theme including syllables</p>	<p>Kapiti Plain.</p> <p>How is this different or the same as what we experience? Identify pattern and rhyme and demonstrate how use the poem as a model to write a shared poem about the weather. Share Papa, Please Get the Moon for Me!by Eric Carle</p> <p>Extended Writing: Children explore writing about capturing the sun/rainbow. Their finished work should have pattern- ie. repeating phrases and the use of syllables and rhyme should be apparent.</p>
<p>Explanation text</p>	<p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>How to make chocolate/flow charts(link to cocoa beans growing in Africa)</p> <p>Fetch the Water- Neil Griffiths</p> <p>Extended Writing: Explanation leaflets to explain how chocolate is made</p>
<p>Non-chronological reports</p>	<p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p>

Middle section(s)

Group related ideas / facts into sections
Sub headings to introduce sentences /sections
Bullet points for facts

Baby Baboon – Mwenye HadiThi, Adrienne Kennaway.
Home Now- Lesley Beake

What is a report? When do we use them?
What makes a good report?
Why do we use images to help?

Extended Writing:

Write a non-chronological report about the trip to Woburn Safari Park

Write stories that mimic significant authors

Understanding 5 parts to a story with more complex vocabulary

Opening e.g.
In a land far away....
One cold but bright morning.....

Build-up e.g.
Later that day

Problem / Dilemma e.g.
To his amazement

Resolution e.g.
As soon as

Ending e.g.
Luckily, Fortunately,

Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.

Looking at Alexander McCall Smith (Akimbo Stories) set in Africa

Extended Writing:

Children to create a shared story map to share and then use to manipulate the story to invent own version that mimics the style.

Summer	
Write nonsense and humorous poems and riddles	<p>Captain Cook-riddles about fruits/animals from around the world</p> <p>Extended Writing; What am I ? linked to the explorations of Cook and other explorers.</p>
Letter writing	<p>Why would Florence write a letter? Why would she ask for help? What questions would she ask? Develop a shared model of a letter from Florence Nightingale about the state of the hospitals in Scutari. Include ?</p> <p>Extended Writing</p> <p>Letter from Florence about conditions and asking for help.</p>
Explanation text	<p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>How to be a successful explorer, link to going on our mission to Captain Cook’s memorial. Include info about the route taken using geographical language</p>

	<p>Extended writing; Individual booklets to explain how to be the best possible explorer.</p>
Write stories with imaginary settings	<p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Captain Cook visiting imaginary lands</p> <p>Extended Writing: Create own imaginary settings through art and IT oral description. Make a simple story map/plan and follow this to create a story in the setting.</p>
Glossary and information texts	<p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle: Group related ideas / facts into sections Sub headings to introduce sentences /sections Bullet points for facts Diagrams</p> <p>Look at range of information texts and internet about Florence Nightingale, hospitals, Mary Seacole and</p>

	<p>First Aid. Share a text with new and exciting vocab. How can we find out what this means? Extended writing: Create class glossary and index for display using new words from the topic. Write information text about an aspect they have researched.</p>
Recounts (diaries)	<p>Florence Nightingale Workshop Break down workshop into key parts of the day. Explore some diary entries. What makes a good diary entry?</p> <p>Extended Writing; Diary entry. Pictures and captions to be included. Use of direct speech to be included to share a point of view from someone else.</p>