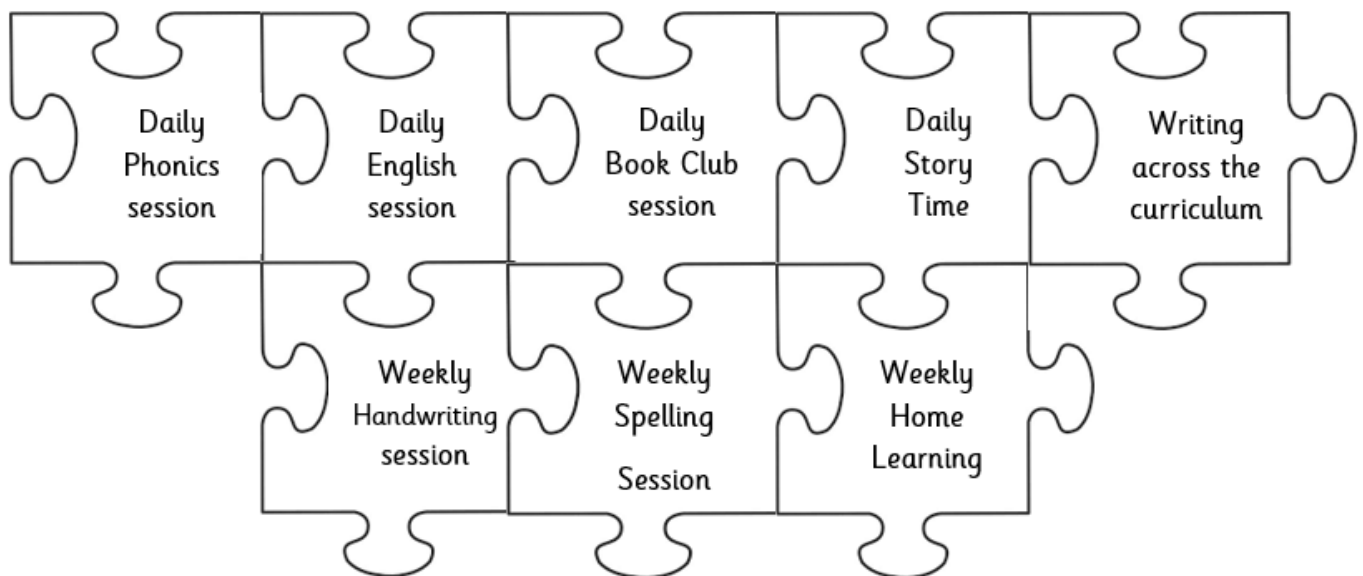




English Overview Year Two

In Year Two our English Curriculum is split into daily sessions of Phonics, English (which incorporates Writing, Grammar, Speaking and Listening and Drama), and an additional daily reading session known as 'Book Club'. Every class has daily story times as well as regular opportunities to read for pleasure and to appreciate and listen to stories, non-fiction texts, rhymes and poems. Our English curriculum is enhanced through home learning challenges which include spelling practice, handwriting and reading at home.



We follow the English programme of study from the National Curriculum with the aim for English to promote high standards of language and literacy by equipping all pupils with a strong command of spoken and written language. Our main objectives are for all pupils to:

- read easily, fluently and with good understanding
- develop a love for literature and the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage and literature from a wide range of other cultures
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Phonics sessions and Reading sessions (Book Club)

Reading is taught through daily Phonics sessions for all pupils following the *Little Wandle for Letters and Sounds Systematic Synthetic Phonics Programme* as well as through daily, discrete teaching reading sessions known as *Book Club*. In our daily English sessions the children learn about and have exposure to a wide range of different text types. Our aims for pupils in each area of reading are below:

Word Reading in Year Two

- to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- to read accurately words of two or more syllables that contain the same graphemes as above
- to read words containing common suffixes
- to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- to reread these books to build up their fluency and confidence in word reading

Reading Comprehension in Year Two

We 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 sessions

Writing is taught daily through English sessions based around key texts and topic themes. Teachers model writing and encourage children to identify the key features and tools used within different genres of writing. The children practise writing across all areas of the curriculum and also take part in a weekly '*Spell Check*' session where they learn and recall common words. Handwriting is also taught discretely within a weekly Handwriting practise session following the *Nelson Handwriting Scheme*. Our aims for pupils in each area of writing are below:

Writing – transcription in Year Two

Spelling

The children are taught to:

- segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- learn 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
- learn to spell common exception words
- learn to spell more words with contracted forms
- learn the possessive apostrophe (singular) [for example, the girl's book]
- distinguish between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance (as listed in *the National Curriculum*)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

- 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 un-joined
- 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 letter

Writing – composition

The children 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

Writing - vocabulary, grammar and punctuation

The children develop positive attitudes towards and stamina for writing by:

- learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- creating sentences with different forms: statement, question, exclamation, command
- creating expanded noun phrases to describe and specify
- using the present and past tenses correctly and consistently, including the progressive form
- using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)