



# Horningsham Primary School

## English Overview

### Year 2



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## Reading: Comprehension

Pupils should 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.**

## Reading: Word Reading

Pupils should 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 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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

## Spoken Language

Pupils should be taught to:

- 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.

## Writing: Composition

Pupils should 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
  - 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: Transcription

Spelling: (see [English Appendix 1](#))

- **spell by:**
  - 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, 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 guidance, as listed in [English Appendix 1](#)**
- **write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**

## Writing: Handwriting

Pupils should 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 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 letters.

## Writing: Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- **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 discussing their writing.**

## Spelling, Grammar and Writing Genres Overview Year 2

### Word List (High Frequency)

things	fox	something	let's	window
new	through	bed	much	sleep
after	way	may	suddenly	feet
wanted	been	still	told	morning
eat	stop	found	another	queen
everyone	must	live	great	each
our	red	say	why	book
two	door	soon	cried	its
has	right	night	keep	green
yes	sea	narrator	room	different
play	these	small	last	let
take	began	car	jumped	girl
thought	boy	couldn't	because	which
dog	animals	three	even	inside
well	never	head	am	run
find	next	king	before	any
more	first	town	gran	under
I'll	work	I've	clothes	hat
round	lots	around	tell	snow
tree	need	every	key	air
magic	that's	garden	fun	trees
shouted	baby	fast	place	bad
us	fish	only	mother	tea
other	gave	many	cold	top
fell	best	wind	park	river
friends	better	wish	lived	liked
box	hot	eggs	birds	giant
dark	sun	once	duck	looks
granddad	across	please	horse	use
there's	gone	thing	rabbit	along
looking	hard	ever	white	plants
end	floppy	miss	coming	dragon
than	really	most	he's	pulled
			fly	we're

### Grammar, Vocab and Punctuation (Appendix 2)

<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page 4 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as</b> a statement, question, exclamation or command</p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

## Spelling Statutory Requirements, Rules and Guidance Year 2 – Appendix 1

Statutory requirements		Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y		<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt <b>–dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>–ge</b> at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y			race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words		The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words		This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words		The <b>–le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt –el at the end of words		<p>The <b>–el</b> spelling is much less common than <b>–le</b>.</p> <p>The <b>–el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b>.</p>	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words		Not many nouns end in <b>–al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il		There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words		This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y		The <b>y</b> is changed to i before <b>–es</b> is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it		The <b>y</b> is changed to i before <b>–ed, –er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it		The <b>–e</b> at the end of the root word is dropped before <b>–ing, –ed, –er, –est, –y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter		<p>The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).</p> <p><b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p>	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll		The /ɔ:/ sound (‘or’) is usually spelt as <b>a</b> before l and ll.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o			other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey		The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys</i> , etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu		<b>a</b> is the most common spelling for the /ɒ/ (‘hɒt’) sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w		There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt or after w		There are not many of these words.	war, warm, towards
The /ɜ/ sound spelt s			television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly		If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <b>–y</b> with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions		In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i> ) <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the possessive.	can’t, didn’t, hasn’t, couldn’t, it’s, I’ll
The possessive apostrophe (singular nouns)			Megan’s, Ravi’s, the girl’s, the child’s, the man’s
Words ending in –tion			station, fiction, motion, national, section
Homophones and near-homophones		It is important to know the difference in meaning between homophones.	there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> .  <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.  <b>Note:</b> ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.	

# Woodpeckers Writing Overview

## Fiction

<b>Narrative:</b>	<i>Stories in an imaginary world</i>
	<i>Stories with adventure and mystery</i>
	<i>Traditional Tales - Fables</i>
	<i>Playscripts</i>

## Non Fiction

<b>Recounts</b> <i>(Re-telling events, in time order)</i>
<b>Instructions</b> <i>(How to do something)</i>
<b>Non-chronological reports</b> <i>(Describing what things are like)</i>
<b>Persuasion</b> <i>(Why you should think this)</i>
<b>Explanation</b> <i>(How or why things work or happen)</i>

## Other Writing Styles/ Texts

<i>Letters</i>
<i>Dictionaries</i>
<i>Thesaurus</i>

## Poetry

<b>Learning &amp; Reciting</b> <i>(Performance Poetry)</i>		
<b>Writing poetry</b>	<b>Caligrams</b> <b>Shape poems</b> <b>Haikus, Tankas, Cinquains</b>	<b>Acrostic</b> <b>Nonsense Poems Riddles</b>
	<b>Personification</b> <b>Similes</b> <b>Rhyme</b>	<b>Alliteration</b> <b>Onomatopoeia</b>
<b>Language</b>		

