



# Coundon Primary School

**T**ogether **E**veryone **A**chieves **M**ore



## Curriculum Map of Key Skills Year 2

### English

#### Word Reading

- 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 [at an instructional level 93 95%] 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.

#### Comprehension

**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 a wider range of stories, fairy stories and traditional tales;
- retell a 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;
- appreciate poems 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 questions;
- 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**

### **Transcription – 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 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**

**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.

### **Vocabulary, Grammar and Punctuation**

## **Transcription – Spelling**

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];
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## **Vocabulary, Grammar and Punctuation**

### **Word**

- Formation of nouns using suffixes such as –ness, –er and by compounding (eg, whiteboard, superman).
- Formation of adjectives using suffixes such as –ful, –less. (A fuller list of suffixes can be found in the year 2 spelling appendix.)
- Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.

### **Sentence**

- Subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Expanded noun phrases for description and specification (eg, the blue butterfly, plain flour, the man in the moon).
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

### **Text**

- Correct choice and consistent use of present tense and past tense throughout writing.
- Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg, she is drumming, he was



shouting).

### **Punctuation**

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Commas to separate items in a list.
- Apostrophes to mark where letters are missing in spelling.

### **Terminology for pupils**

- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma).