

# Year 2- Literacy

## Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop 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
- 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.

## Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

Statutory requirements which underpin all aspects of speaking and listening across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

## Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)    composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## Spelling, vocabulary, grammar, punctuation and glossary

The two statutory TPS spelling and grammar and spelling document give an overview of the specific features that should be included in teaching the programmes of study. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

## Year 2 - Overview

### Reading Word

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. by reading 'place' instead of 'palace'.

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

Explain the meaning of new words within the context of what pupils are reading, and encourage them to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

### Reading Comprehension

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. by reading 'place' instead of 'palace'.

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

Explain the meaning of new words within the context of what pupils are reading, and encourage them to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

### Writing Composition

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown, 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 the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas by playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

### Writing Transcription

#### Spelling

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-Vocabulary, grammar and punctuation syllable and multi-syllabic words.

At this stage pupils will still be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in TPS Grammar document, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.

## Handwriting

They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Reading		Composition
	Comprehension	
<ul style="list-style-type: none"> <li>▪ Pupils should be taught to:</li> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>▪ read accurately words of two or more syllables that contain the same GPCs as above</li> <li>▪ read words containing common suffixes</li> <li>▪ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>▪ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils should be taught to:</li> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>▪ read accurately words of two or more syllables that contain the same GPCs as above</li> <li>▪ read words containing common suffixes ∩ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>▪ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ 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</li> <li>▪ answering and asking questions</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> <li>▪ 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</li> <li>▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils should be taught to:</li> <li>develop positive attitudes towards and stamina for writing by:</li> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> <li>▪ writing about real events</li> <li>▪ writing poetry</li> <li>▪ writing for different purposes</li> <li>▪ consider what they are going to write before beginning by:</li> <li>▪ planning or saying out loud what they are going to write about</li> <li>▪ writing down ideas and/or key words, including new vocabulary</li> <li>▪ encapsulating what they want to say, sentence by sentence</li> <li>▪ make simple additions, revisions and corrections to their own writing by:</li> <li>▪ evaluating their writing with the teacher and other pupils</li> <li>▪ 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear. Vocabulary, grammar and punctuation</li> </ul>

Transcription	Vocabulary, grammar and punctuation	Handwriting
<ul style="list-style-type: none"> <li>▪ Spelling (see TPS Spelling document)</li> <li>▪ Pupils should be taught to:</li> </ul> <p>spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• distinguishing between homophones and near- homophones</li> <li>• add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidelines, as listed in TPS Spelling document</li> <li>• write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in TPS grammar document by:</li> <li>▪ learning how to use both familiar and new punctuation correctly (see TPS grammar document), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> <li>▪ learning how to use: <ul style="list-style-type: none"> <li>▪ sentences with different forms: statement, question, exclamation, command</li> <li>▪ expanded noun phrases to describe and specify, e.g. the blue butterfly</li> <li>▪ the present and past tenses correctly and consistently including the progressive form</li> <li>▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> </li> <li>▪ learning the grammar in column 1 of year 2 in TPS grammar document</li> <li>▪ using some features of written Standard English</li> <li>▪ Vocabulary, grammar and punctuation</li> <li>▪ The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</li> <li>▪ use and understand the grammatical terminology in TPS grammar document in discussing their writing.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ form lower-case letters of the correct size relative to one another</li> <li>▪ 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</li> <li>▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>▪ use spacing between words that reflects the size of the letters.</li> </ul>



# Year 2

Punctuation.	Sentence	Phrases and Clauses	Parts of Speech.
(Y2)Use <b>capitalisation</b> for other purposes e.g. for personal titles (Mr, Miss), headings, book titles, emphasis.	(Y2)Identify and write a <b>statement</b> .	(Y2)Understand and use <b>noun phrases</b> .	(Y2)Understand and use the term <b>verb</b>
(Y2)Understand and use <b>full stops</b> accurately.	(Y2)Identify and write a <b>command</b> .	(Y2)Understand and use <b>simple clauses</b> .	(Y2)Understand and use the term <b>verb tense</b> (past and present).
(Y2)Understand and use <b>commas</b> for lists.	(Y2)Identify and write an <b>exclamation</b> .	(Y2)Understand and use <b>subordination</b> (when, if, that, because.)	(Y2)Understand and use the term <b>adjective</b> .
(Y2)Understand and use <b>exclamation marks</b> to denote strong emotion.	(Y2)Turn statements into questions , learning a range of 'wh' words, typically used to open questions: what, where, when, who,	(Y2)Understand and use <b>co-ordination</b> (or, and, but)	(Y2)Understand and use the term <b>noun</b> .
(Y2)Understand and use <b>question marks</b> .			(Y2)Understand and use the term <b>adverb</b> : describing words for verbs or doing words.
(Y2)Understand and use <b>apostrophes</b> for contracted forms.			(Y2)Understand the need for grammatical agreement, matching <b>verbs to nouns/pronouns</b> . E.g. I am; the children are.
(Y2)Identify <b>speech marks</b> in reading, understand their purpose and use the term correctly.			
(Y2)Read aloud with intonation and expression appropriate to the grammar and punctuation. (sentences, speech marks, commas, exclamation marks).			
 Capital letter, pronoun, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, verb, noun, adjective question, <b>noun phrase statement, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma</b>			

# Year 2 Spelling

Spelling Pattern	Spelling Rule	Examples
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	The letter j is never used for the /dʒ/ (“dge”) sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʊ/ and /ʌ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. 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.	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 /ɹ/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The // or /ə/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The // or /ə/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
The // or /ə/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es 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 y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii.	The only ordinary words with ii are skiing and taxiing. copied, copier, happier, happiest, cried, replied ...but copying, crying, replying

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the vowel 'short'. Exception: The letter 'x' is never doubled:	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny  mixing, mixed, boxer, sixes.
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.  Exceptions: (1) argument (2) root words ending in –y 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. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's 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	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
The /ɔ:/ sound spelt a before l and ll.	The /ɔ:/ sound ("or") is usually spelt as a before l and ll	all, ball, call, walk, talk, always
he /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 –s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu	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 ar 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. Exceptions: (1) argument (2) root words ending in –y 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. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's 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		fiction, motion, national, section, station
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	<p>Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat.</p> <p>Great, break and steak are the only common words where the /eɪ/ sound is spelt ea.</p>	<p>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. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>