



Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world

The English Curriculum K&S at St. Teresa's Catholic Academy – Year 2

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Add detail to their talk to keep the listener interested Follow up listening with relevant questions Keep on topic during discussion</p> <p>Drama Make up plays from stories and other stimuli</p>	<p>Word Reading Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge across the curriculum Decrease reliance on 'sounding out' in common words Read and remember high frequency words that cannot be easily decoded at this stage</p> <p>Read words of two or more syllables Read words containing common suffixes (link to spelling) Sound out unfamiliar words and use other reading strategies when reading aloud Re-read books to build fluency and confidence Self-correct when reading aloud</p> <p>Being a Reader Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently Show their understanding of books through discussion Offer opinions and preferences about books Discuss the sequence of events in texts and how events are connected</p>	<p>Planning, Composing and Evaluating Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Use structures from reading to aid planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write a story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem based on a given structure Develop an idea over several sentences Use some adventurous vocabulary Use powerful verbs for noise Add adjectives of texture e.g. rough Re-read writing for sense Use expression when reading aloud their writing Evaluate their writing with others and by themselves</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their</p>	<p>Spelling Segment words into individual phonemes to aid correct spelling,</p> <p>Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage Investigate spelling patterns and conventions Spell words where suffixes (-ed, ing.) are added to words ending in consonant + e e.g. hiking Spell words where suffixes (-ed, ing.) are added to one syllable words ending in short vowel + single consonant e.g. dropping Spell words ending with the 'i' sound spelt y e.g. fry Spell words where -es is added to a word ending in y e.g. flies Spell words with the 's' sound spelt c before e, i and y e.g. city Spell words beginning with the 'r' sound spelt wr e.g. wrote Spell words ending with the 'ee' sound spelt ey e.g. monkey Spell words with the 'u' sound spelt o e.g. Monday Spell contracted words using the apostrophe e.g. can't</p>

	<p>Learn some poems by heart Retell a story using words and phrases from the text Discuss meanings of new words and link these to words already known Discuss their favourite words</p> <p>Reading Comprehension Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Respond imaginatively to what they have read or listened to e.g. drama, drawing, music Retrieve information from the text to answer questions Predict what may happen based on previous events Use inference to draw simple conclusions about characters Use the layout to identify the type of book Recognise recurring story language. Develop understanding by linking reading to prior knowledge and/or background information</p>	<p>writing Identify and know the purpose of verbs Use interesting verbs when writing Recognise and write statements Recognise and write questions Recognise and write exclamations Recognise and write commands Join sentences with 'or' and 'but' Explain what an apostrophe is Use apostrophes for simple contracted forms</p>	<p>Spell frequently confused common homophones e.g. here and hear. Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p>Handwriting and Presentation Form lower case letters of the correct size relative to one another Write capital letters and digits of the correct size</p>
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Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Use emphasis, story language and interesting vocabulary when telling stories Comment constructively after listening Reach agreement in a group</p> <p>Drama Show a character through movement</p>	<p>Word Reading Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge across the curriculum Increase the speed of reading. Decode unfamiliar words without hesitation Read and remember high frequency words that cannot be easily decoded at this stage.</p> <p>Read words of two or more syllables Read words containing common suffixes (link to spelling) Sound out unfamiliar words and use other reading strategies when reading aloud. Re-read books to build fluency and confidence</p> <p>Being a Reader Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently Show their understanding of books through discussion Discuss favourite authors Retell a story from memory, including all the main parts Discuss meanings of new words and link these to words already known</p>	<p>Planning, Composing and Evaluating Plan a narrative text Plan non-narrative text types Include new vocabulary in planning. Use structures from reading to aid planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write an entertaining story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem based on a given structure Ensure that there is a clear beginning, middle and end in their writing Use adventurous vocabulary Add detail to interest the reader Build writing stamina through writing longer pieces Use short sentences for impact</p> <p>Re-read writing for sense Check writing for consistent use of tense Use expression when reading aloud their writing Evaluate their writing with others and by themselves Add pairs of adjectives</p>	<p>Spelling Segment words into individual phonemes to aid correct spelling</p> <p>Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Investigate spelling patterns and conventions Spell words with the 'j' sound spelt j, g, ge and dge Spell words with the 'or' sound spelt a before an l or a ll e.g. call Spell words with the 'or' sound spelt ar after w e.g. warm Spell words with the 'o' sound spelt a after w and qu e.g. watch Spell words with the 'ur' sound spelt or after w e.g. word Spell words with the suffixes -ful and -less Spell words where suffixes (-ed, ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried Spell words ending in -tion e.g. station</p> <p>Use the possessive apostrophe with singular nouns e.g. Sid's Write simple dictated sentences using spelling and punctuation</p>

	<p>Discuss their favourite phrases</p> <p>Reading Comprehension Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Respond imaginatively to what they have read or listened to e.g. drama, drawing, music Retrieve information from the text to answer questions Predict what may happen based on previous events Use inference to draw simple conclusions about characters Recognise and discuss features of different texts Recognise recurring language in stories and poetry Develop understanding by linking reading to prior knowledge and/or background information</p>	<p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Identify and know the purpose of adjectives Write expanded noun phrases Use 'when', 'if', 'that' and 'because' to extend sentences Use apostrophes for singular possession Avoid using 'and', 'but' or 'so' after a full stop Form adjectives using -ful, -er, est and -less (link with spelling)</p>	<p>knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p>Handwriting and Presentation Know which letters not to join Use diagonal and horizontal strokes to join letters together.</p>
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Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Be able to extract key points when listening to an adult Ensure all group members have a turn</p> <p>Drama Learn and deliver some lines Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects</p>	<p>Word Reading Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge across the curriculum Read fluently and confidently Decode unfamiliar words automatically Decode unfamiliar words without hesitation</p> <p>Being a Reader Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently Show their understanding of books through discussion Give opinions about books backed up by reasons Retell a stock of basic stories Discuss meanings of new words and link these to words already known</p> <p>Reading Comprehension Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Respond imaginatively to what they have read or listened to e.g. drama, drawing, music Retrieve information from the text</p>	<p>Planning, Composing and Evaluating Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Use structures from reading to aid planning Embed the sentence by sentence process of think, say, write, check Make their writing lively and interesting for the reader Write about personal experiences and real events Write an entertaining story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem based on a given structure Ensure that there is a clear beginning, middle and end in their writing Use adventurous vocabulary Add detail to interest the reader Build writing stamina through writing longer pieces Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing... Use alliteration Create list sentences e.g. The room was in such a state. Socks, mugs, books, toys and empty crisp packets were everywhere.</p>	<p>Spelling Segment words into individual phonemes to aid correct spelling Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage Investigate spelling patterns and conventions Spell words with the suffix -ly e.g. badly Spell words ending in the 'l' sound and spelt -le e.g. table Spell words ending in the 'l' sound and spelt -el e.g. camel Spell words ending in the 'l' sound and spelt -al e.g. pedal Spell words ending in the 'l' sound and spelt -il e.g. fossil Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw Spell the 'zh' sound spelt s e.g. treasure Spell words with the suffix -ment e.g. enjoyment Spell words with the suffix -ness e.g. sadness Spell words where suffixes (-er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest Spell words where suffixes (-er, y and -est) are added to one syllable words ending in short</p>

	<p>to answer questions Predict what may happen based on previous events Use inference to draw simple conclusions about characters Discuss which words and phrases are effective Develop understanding by linking reading to prior knowledge and/or background information</p>	<p>Re-read writing for sense Check writing for consistent use of tense (including the progressive form of verbs) Proof-read for spelling, grammar and punctuation errors Use expression when reading aloud their writing Evaluate their writing with others and by themselves</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use commas for lists Write consistently in 'past' or 'present' tense Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing Avoid using 'and', 'but' or 'so' after a full stop Form nouns by using suffixes such as -ness and -er. Form adverbs by adding -ly to adjectives Learn to use some features of written standard English</p>	<p>vowel + single consonant e.g. dropping Spell further common homophones e.g. there, their and they're Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p>Handwriting and Presentation Use diagonal and horizontal strokes to join letters together Ensure spacing between words is appropriately sized</p>
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