



Rhodes Avenue English Curriculum Objectives

English

Year 2 Objectives: Spoken Language

- Talk about topics that are of interest to them or which they enjoy.
- Ask questions to gain information and to clarify meaning.
- Begin to develop and explain their ideas.
- Express themselves using complete sentences when required.
- Make more specific vocabulary choices. For example – technical language.
- Usually listen carefully and respond appropriately.
- Take turns when talking in pairs or in small groups.
- Offer appropriate comments in paired or small group discussion.
- Begin to be aware that formal and informal situations require a different role and language.
- Retell a familiar story using narrative language and linking words and phrases.
- Recount an event or an experience in sentences, using specifically chosen vocabulary.
- Perform a simple poem from memory.
- Hold the attention of listeners by adapting the way they talk.
- Begin to understand how to speak for different purposes and audiences.



Rhodes Avenue English Curriculum Objectives

English

Year 2 Objectives: Reading

WORD READING

- Apply phonic knowledge and skills to decode words.
- Decode automatically and fluently.
- Read accurately by blending the sounds in words that contain the graphemes taught.
- Recognise and read alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same GPCs as above
- Read words containing common suffixes
- Read further common exception words
- Read and notice unusual correspondence between grapheme and phoneme.
- Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read these books fluently and confidently.



Rhodes Avenue English Curriculum Objectives

English

Year 2 Objectives: Reading

COMPREHENSION

- Develop pleasure in reading, motivation to read, vocabulary and understanding.
- Listen and respond to a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.
- Talk about and give an opinion on the above range of texts.
- Discuss the sequence of events in books and how they are related to each other.
- Know a wider range of stories, fairy stories and traditional tales.
- Retell orally some stories, including fairy stories and traditional tales.
- Be aware that non-fiction books are structured in different ways.
- Know and recognise simple recurring literary language in stories and poetry.
- Talk about favourite words and phrases.
- Increase 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

- Use prior knowledge and context and vocabulary explored to understand texts.
- Read for meaning, checking that the text makes sense and correcting inaccurate reading.
- Draw simple inferences from illustrations and text. on the basis of what is being said and done
- Draw simple inferences from the events and characters' actions and speech.
- Answer and ask appropriate questions.
- Make predictions on the basis of what has been read so far.
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.



Rhodes Avenue English Curriculum Objectives

English

Year 2 Objectives: Phonics/Spelling

Revision from Year 1.

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.



Rhodes Avenue English Curriculum Objectives

English	
Year 2 Objectives: Spelling	
Statutory Requirements	Example Words
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	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	knock, know, knee, gnat, gnaw
The /r / sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt -el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt -al at the end of words	metal, pedal, capital, hospital, animal
Words ending -il	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying



Rhodes Avenue English Curriculum Objectives

English	
Year 2 Objectives: Spelling	
Statutory Requirements	Example Words
Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	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	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a 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	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	war, warm, towards
The /z/ sound spelt s	television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	enjoyment, sadness, careful, playful, hopeless, plainness, badly merriment, happiness, plentiful, penniless, happily
Contractions	can't, didn't, hasn't, couldn't, it's, I'll



Rhodes Avenue English Curriculum Objectives

English	
Year 2 Objectives: Spelling	
Statutory Requirements	Example Words
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	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	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



Rhodes Avenue English Curriculum Objectives

English

Year 2 Objectives: Writing

TRANSCRIPTION

- Know how to spell
- Segment spoken words into phonemes and record these as graphemes.
- Spell many words correctly using segmenting.
- Learn additional alternative ways of spelling phonemes.
- Learn some words with different alternative spellings, including a few common homophones.
- Common exception words.
- Words with contracted forms.
- Recognise homophones and near-homophones.
- Add suffixes
- Spell longer words using suffixes such as ment, ness, ful, less, ly.

Apply simple spelling rules

- Identify known phonemes in unfamiliar words.
- Use syllables to divide words.
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- Write from memory simple sentences dictated by the teacher that include words taught so far.

Handwriting

Revise and practise correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation.

- Form lower-case letters of the correct size relative to one another.
- Begin to use some of the diagonal and horizontal strokes needed to join letters.
- 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.



Rhodes Avenue English Curriculum Objectives

English

Year 2 Objectives: Writing

COMPOSITION

- **Develop positive attitudes towards and stamina for writing.**
- Write narratives about personal experiences and those of others (real and fictional).
- Write about real events.
- Write poetry.
- Write for different purposes.
- **Consider what they are going to write before beginning.**
- Discuss ideas for the content of writing.
- Plan the content of writing and write down ideas.
- Write down or annotate plan with key language and vocabulary.
- Formulate sentences which express their ideas for writing.
- Orally rehearse structured sentences or sequences of sentences.
- **Make simple additions, revisions and corrections**
- Evaluate writing independently and/or with teacher.
- Evaluate writing with peers.
- Make improvements to writing after evaluation.
- Re-read to check that writing makes sense.
- Re-read to check that verbs indicating time are used correctly and consistently, including verbs in the continuous form.
- Proof-read to check for errors in spelling, grammar and punctuation.
- **Read aloud own writing with appropriate intonation to make the meaning clear.**



Rhodes Avenue English Curriculum Objectives

English

Year 2 Objectives: Writing

VOCACULARY, PUNCTUATION AND GRAMMAR

- **Use both familiar and new punctuation correctly.**
- Use full stops, capital letters , exclamation and question marks accurately to demarcate sentences.
- Punctuate sentences using commas for lists.
- Punctuate sentences using apostrophes to mark contractions.
- Punctuate sentences using apostrophes to mark singular possession.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Develop sentence construction.

- Use different forms: statement, question, exclamation, command.
- Use expanded noun phrases to describe and specify, e.g. the blue butterfly
- Use present and past tenses correctly and consistently including the progressive form.
- Use subordination (using when, if, that, or because)
- and co-ordination (using or, and, or but).
- Understand and begin to use some features of written Standard English.

Use the terminology:

- **Verb, tense – past and present, adjective, noun, noun phrase, suffix, apostrophe, comma, compound, statement, question, exclamation, command.**
- Understand the terminology.
- Use the terminology to talk about own writing.



Rhodes Avenue English Curriculum Objectives

English				
Year 2 Objectives: Grammar				
Year 2				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling annex.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense versus past tense throughout texts</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)</p>	<p>verb</p> <p>tense (past, present), adjective</p> <p>Noun, noun phrase</p> <p>Suffix</p> <p>Apostrophe</p> <p>Comma</p> <p>Compound</p> <p>Statement, question, exclamation, command</p>



Rhodes Avenue English Curriculum Objectives

English			
Year 2 Objectives: Grammar – Additional Challenge			
Year 2 Consolidate Year 2 and			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Add detail with two well-chosen adjectives: Dragons have long, spiky tails. An ugly, old witch</p> <p>Use precise nouns: tramp, burglar, jogger (man) Parrot, seagull (bird)</p> <p>Similes with like: tall like a skyscraper like a shining star</p> <p>Use adverbs to add detail and information: The butterfly landed delicately on the colourful petals. Slowly mix in the flour.</p> <p>Introduce alliteration: slippery spaghetti flying frogs</p>	<p>Add detail to sentences with well-chosen adjectives and adverbs: The ginger cat ran along the high wall. Dan carefully opened the rusty gate.</p> <p>Expanded noun phrases: The poisonous dragon The dragon with rose-coloured scales</p> <p>Introduce further subordinating conjunctions: as soon as, if, although</p> <p>Introduce relative clause as an embedded clause: Noun + who, whom, which, that Charlie, who was walking along the path, heard a dog bark.</p> <p>Range of sentence starters:</p>	<p>Three part narrative structure with an additional clear ending which shows the reader how a character is feeling.</p> <p>In non-narrative, related material grouped and organised appropriately. Diagrams and sub-headings.</p> <p>Instructions organised with list of required resources and clear steps needed to carry out the process.</p>	<p>Introduce direct speech and inverted commas.</p> <p>Imperative/command verbs</p>



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English			
Year 2 Objectives: Grammar – Additional Challenge			
Year 2 Consolidate Year 2 and			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
Use generalisers to inform: Many meerkats... Some meerkats...	ly - Fortunately, unfortunately, gently Time - While, when, as Power of three to describe: Osebo, the leopard, was fierce, proud and boastful. Just admiring your fine drum, your huge drum, your magnificent drum.		