



## Primary Stage 2 English for Year 2

### Phonics, spelling and vocabulary

- Learn the different common spellings of long vowel phonemes.
- Learn the different ways in which vowels can be pronounced, e.g. *how, low; apple, apron*.
- Apply knowledge of phonemes and spelling patterns in writing independently.
- Secure the spelling of high frequency words and common irregular words.
- Identify syllables and split familiar compound words into parts.
- Spell words with common prefixes and suffixes, e.g. *un-, dis-, -ful, -ly*.
- Build and use collections of interesting and significant words.
- Discuss the meaning of unfamiliar words encountered in reading.
- Choose interesting words and phrases, e.g. in describing people and places.

### Grammar and punctuation

#### Reading

- Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.
- Read and respond to question words, e.g. *what, where, when, who, why*.

#### Writing

- Write in clear sentences using capital letters, full stops and question marks.
- Use past and present tenses accurately but not always consistently.
- Use mainly simple and compound sentences, with *and/but* used to connect ideas. *Because* may begin to be used in a complex sentence.
- Begin to vary sentence openings, e.g. with simple adverbs.
- Use a variety of simple organisational devices in non-fiction, e.g. headings, captions.
- Begin to re-read own writing for sense and accuracy.

### Reading

*The following genres and text types are recommended at Stage 2:*

*Fiction and poetry: real life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry and plays.*

*Non-fiction: non-chronological report, instructions, explanation, reference texts.*

#### Fiction and poetry

- Extend the range of common words recognised on sight.
- Use phonics as the main method of tackling unfamiliar words.
- Read aloud with increased accuracy, fluency and expression.
- Identify and describe story settings and characters, recognising that they may be from different times and places.
- Predict story endings.
- Make simple inferences from the words on the page, e.g. about feelings.
- Talk about what happens at the beginning, in the middle or at the end of a story.
- Comment on some vocabulary choices, e.g. adjectives.
- Begin to develop likes and dislikes in reading.
- Read poems and comment on words and sounds, rhyme and rhythm.



### **Non-fiction**

- Read and follow simple instructions, e.g. in a recipe.
- Locate words by initial letter in simple dictionaries, glossaries and indexes.
- Find answers to questions by reading a section of text.
- Find factual information from different formats, e.g. charts, labelled diagrams.
- Identify general features of known text types.
- Show some awareness that texts have different purposes.
- Explore a variety of non-fiction texts on screen.

## **Writing**

### **Fiction**

- Develop stories with a setting, characters and a sequence of events.
- Structure a story with a beginning, middle and end.
- Link ideas in sections, grouped by content.
- Find alternatives to *and/then* in developing a narrative and connecting ideas.
- Write with a variety of sentence types.
- Use the structures of familiar poems and stories in developing own writing.
- Begin to use dialogue in stories.
- Use the language of time, e.g. *suddenly, after that*.
- Choose some interesting words and phrases, e.g. in describing people and places.

### **Non-fiction**

- Write simple evaluations of books read.
- Write instructions and recount events and experiences.
- Use features of chosen text type.
- Use simple non-fiction texts as a model for writing.
- Make simple notes from a section of non-fiction texts, e.g. listing key words.

### **Presentation**

- Form letters correctly and consistently.
- Practise handwriting patterns and the joining of letters.

## **Speaking and listening**

- Recount experiences and explore possibilities.
- Explain plans and ideas, extending them in the light of discussion.
- Articulate clearly so that others can hear.
- Vary talk and expression to gain and hold the listener's attention.
- Show awareness of the listener by including relevant details.
- Attempt to express ideas precisely, using a growing vocabulary.
- Listen carefully and respond appropriately, asking questions of others.
- Demonstrate 'attentive listening' and engage with another speaker.
- Extend experiences and ideas through role-play.
- Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.
- Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking.