



English
At
St Herbert's RC Primary School



How to help your child in
Year 2

English in Year 2

In Year 2 English is taught through a scheme, Literacy and Language, which develops children's comprehension, writing and spoken language. It uses a unique layered approach to build children's comprehension and writing and teaches grammar in context, with a comprehensive grammar bank to build children's knowledge. Literacy and Language engages children and develops their vocabulary using drama and discussion. Within the scheme they will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2 focuses include:

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in show-and-tell activities

Reading Skills

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, self-correct reading where necessary
- Make predictions about what might happen next in a story

Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

Writing Skills

- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing
- Begin to use joins between letters where needed
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'
- Use contractions - don't, won't, I'll, they'll, we've, haven't, could've
- Use expanded noun phrases to describe and specify
- Add suffixes to spell words correctly, e.g. -ment, -ly, -ful, -ness, -less
- Use sentences with different forms, e.g. command, statement, question, exclamation

Interim teacher assessment framework at the end of key stage 1 - writing

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words* forming lower-case letters in the correct direction, starting and finishing in the right place forming lower-case letters of the correct size relative to one another in some of the writing using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words* (see the list of spellings for Year 2)
- spelling some words with contracted forms* e.g. don't, they'll, shouldn't
- adding suffixes to spell some words correctly in their writing e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly spelling most common exception words* spelling most words with contracted forms* adding suffixes to spell most words correctly in their writing,
- e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Ways for you to help your child at home...



Speaking and Listening:

Encourage your child to speak clearly in full sentences using Standard English as much as possible, for example - 'we were going to the park' rather than 'we was going to the park'.

Children also need to use expression when they are talking. Try to engage them in talk about topics they like, encourage them to justify their opinions.

Try to get them to follow multi-step instructions or repeat information you have told them.

Many games involve thinking about the meaning of words, drama or spelling. There are many child friendly versions, including:

- Children's Scrabble
- Pictionary
- Charades
- Boggle
- Eye Spy
- 'Yes/No game'
- 'I went to the shops and I bought' etc.



Reading:



- Share comics, magazines, bedtime stories and information books with an adult/older sibling.
- Encourage them to read with expression/voices.
- Look at illustrations (read the picture) and ask them to put a story to the picture.
- Question them about what they have read:
Opinions - Do you like this word the author has chosen? Why?
Which words tell you about the sort of person the character in the story is? Can you find words within the text? Where is the key word _____?
- Ask your child to read labels in shops, names of shops, posters etc. when you are out and about.



Writing:

- Encourage them to describe things they see (adjectives and adverbs or WOW words).
- Encourage the use of capital letters and full stops to show sentences.
- Give them a reason for writing - thank-you letters for Birthday and Christmas presents, writing to pen-friends, writing recipes etc.
- During school holidays encourage your child to keep a diary (aim for 5 -10 sentences a day). This will help to avoid the "holiday dip" many children experience after a long time without writing.

By the end of Year 2, pupils should be able to **spell** all these words easily, in and out of context.

Year 2

about	can't	her	many	over	then	who
after	could	here	may	people	there	will
again	did	him	more	push	these	with
an	do	his	much	pull	three	would
another	don't	home	must	put	time	your
as	dig	house	name	ran	too	door
back	door	how	new	saw	took	floor
ball	down	if	next	school	tree	poor
be	first	jump	night	seen	two	find
because	from	just	not	should	us	kind
bath	hour	move	prove	improve	sure	Sugar
bed	girl	last	now	sister	very	Mind
been	good	laugh	off	so	want	behind
boy	got	little	old	some	water	Child
brother	had	live(d)	once	take	way	children
but	half	love	one	than	were	Wild
by	has	made	or	that	what	Climb
call(ed)	have	make	our	their	when	Most
came	help	man	out	them	where	Only
both	cold	gold	hold	told	every	Great
break	steak	pretty	beautiful	after	fast	last
past	father	class	grass	pass	plant	Path
any	many	clothes	busy	money	Mr	Mrs
parents	christmas	everybody	even			

Plus

- days of the week
- months of the year
- numbers to twenty
- common colour words
- pupil's name and address
- name and address of school

How we teach Speaking and Listening

The aim is for children to communicate their thoughts, ideas and opinions clearly and succinctly, as well as listening to and reflecting on the ideas of others.

We encourage children to turn-take in conversations and adapt their speech to a range of situations and audiences.

The children are encouraged through drama activities (and in many other curriculum areas) to investigate and experiment with movement, speech, space, physical objects and sound. They may be told to mime situations in drama to increase inventiveness and to develop non-verbal communication skills.

Through group work the children's skills for negotiating and decision-making are developed e.g. role play, mime, and puppetry. The children are encouraged to offer a personal response to the performances of others, e.g. other pupils, amateur and professional groups.

Speaking and Listening is promoted through class assemblies, circle time, discussion, turn taking, role-play activities, hot-seating, acting out of play scripts, improvisation and debating opportunities.

How we teach Reading

We aim for the children to be able to read fluently and accurately for pleasure. We want them to become fluent readers with the skills to access, engage with and enjoy a wide range of texts.

We encourage children to read voluntarily for pleasure and to develop the ability to read fluently and with understanding. We teach the children about different styles of reading material; fairy tales, reports, animal stories, etc.

In Year 2, the children have a 15 minute phonic/spelling lesson each day. In these lessons, they learn about letters and sounds so that, by the end of the year, they have developed fluent word reading and spelling skills.

In Guided Reading sessions children are involved in lots of discussion, reflection and questioning about the text. They follow the same text in groups, usually with an adult to support.

How we teach Writing

Children are taught to match their writing style to differing audiences and purpose and to regard themselves as 'writers'.

We aim for the children to write independently and to develop their ability to write in a wide range of genre, both fiction and non-fiction. They are taught the skills of planning, drafting, revising and editing their work and that of others.

Children in Year 2 are reminded to use "WOW" words in their writing. These are exciting and ambitious adjectives used to make their writing more interesting.

The daily phonics lessons in Year 2 help children to sound out unfamiliar words as they are writing so that, by the end of the year, children have a good foundation in spelling.

Handwriting lessons encourage children to form their letters in a cursive script, starting each letter on the line to 'lead in' and also producing a neat 'flick' at the end of each letter. This will help them to join their letters together and produce neat, fluent handwriting.

How we teach Spelling

Our aim is to encourage pupils to become independent and accurate in their spelling. We also want children to be confident in using a wide vocabulary in their writing and to be aware of the difference between spoken dialect and written Standard English.

The "Look, Cover, Write, Check" method of spelling is a good visual approach to the learning of spelling.

Key words are displayed in classrooms and children are encouraged to use these during all writing activities. These are to help them with their spellings in class and children are always encouraged to 'sound out' words. Phonics lessons take place every day to teach children the techniques used to break words down into sounds.

How we teach Handwriting

Your child should be aiming to join all letters in their written work. Every pupil should develop a clear, legible and fluent cursive style that is capable of being written at reasonable speed.

English & RWI Lead, February 2017