

Key stage 1 - year 2

Reading - word reading

Pupils should be taught to:

continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

read accurately words of two or more syllables that contain the same graphemes as above

read words containing common suffixes

read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to non-fiction books that are structured in different ways

recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a 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 by:

drawing on what they already know or on background information and vocabulary provided by the teacher

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

answering and asking questions

predicting what might happen on the basis of what has been read so far

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

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing - transcription

Spelling - see [English appendix 1](#)

Pupils should be taught to:

spell by:

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones

learning to spell common exception words

learning to spell more words with contracted forms

learning the possessive apostrophe (singular) [for example, the girl's book]

distinguishing between homophones and near-homophones

add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly

apply spelling rules and guidance, as listed in [English appendix 1](#)

write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

Pupils should be taught to:

form lower-case letters of the correct size relative to one another

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

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

Writing - composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing narratives about personal experiences and those of others (real and fictional)

writing about real events

writing poetry

writing for different purposes

consider what they are going to write before beginning by:

planning or saying out loud what they are going to write about

writing down ideas and/or key words, including new vocabulary

encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

evaluating their writing with the teacher and other pupils

rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English appendix 2](#) by:

learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

sentences with different forms: statement, question, exclamation, command

expanded noun phrases to describe and specify [for example, the blue butterfly]

the present and past tenses correctly and consistently, including the progressive form

subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

the grammar for year 2 in [English appendix 2](#)

some features of written Standard English

use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing