

Hampton Court House - Lower Years Curriculum - English: Year 2

	Autumn Term	Spring Term	Summer Term
Skills	<p>Pupils develop their knowledge and understanding of English through reading comprehension texts, exploration of their meaning, discussion of what the writer was putting across to the reader and engaging with the text through answering comprehension questions. They learn to read, write and select information from the text in order to answer the comprehension questions. They develop a range of skills in order to learn spelling patterns and use these confidently in their own writing They learn about punctuation and word classifications from the discussions of the comprehension texts. They begin to grasp advanced vocabulary that, in time, they can use in their own creative writing.</p>		
Spelling patterns and rules (taken from Schonell's Spelling list)	<p>Long and short vowel sounds Plurals of nouns ending in -y, -h, -s, -sh, -x or -z. Words ending in -ite, -ight, -ould, -oll, -ull, -all, -ell, -ill. Words beginning with wh-. Sounds: -ea, -ee, -eam.</p>	<p>Learning of spelling rules: C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. A E O U usually say their names at the end of a syllable. Q always needs a U; therefore, U is not a vowel here.</p>	<p>Learn the spelling rules: Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant only if the syllable before the suffix is accented.* *This is always true for one-syllable words. To make a verb past tense, add the ending -ED unless it is an irregular verb. -DGE is used only after a single vowel which says its short (first) sound. -CK is used only after a single vowel which says its short (first) sound.</p>

Hampton Court House - Lower Years Curriculum - English: Year 2

<p>Reading: Comprehension texts</p>	<p>Focus on reading aloud and building up confidence to read fluently. Punctuation identified and reading adjusted accordingly- e.g. comma parenthesis, clear annunciation, projecting the voice.</p>	<p>Fluency of reading and projecting of the voice. Reading and rereading an archaic text. Looking at the language and gaining a basic understanding of the context of the text. Understanding what attitudes, values and ideas the author was putting across through the literature. Being able to articulate basic comments on what the effect is on the reader. Attempting to understand why the text was written, the purpose of written communication and the history behind such communication.</p>	<p>Performing the text. Poetry recitation – learning texts and poems by heart. Understanding why the writer chose specific words rather than others to achieve their desired effect on the reader. Being able to make simple comments vocally to that effect- commenting on how the author is using punctuation, vocabulary and structure in their writing to achieve a specific effect on the reader.</p>
<p>Writing: Comprehension texts</p>	<p>Being able to select information from the text to support an answer to a comprehension question. Being able to articulate in clear writing a simple understanding of the question and meaning of the text.</p>	<p>Use full sentences to answer questions, moving forward from phrasal answers. More easily and readily able to find information from the text in order to answer the comprehension questions.</p>	<p>To find and select the best piece of information or quotation from the text in order to answer the comprehension questions and articulate these in their own words. To have a clear understanding of the effect of the text and comment, in writing, on the meaning of the text and articulate a simple understanding of the effect the writer is having on the reader.</p>

Hampton Court House - Lower Years Curriculum - English: Year 2

<p>Handwriting</p>	<p>Revision of forming single, double and multiple letter combinations correctly within the guidelines on the larger cahier books.</p>	<p>Forming full words and phrases in the medium sized cahier books. Using capital letters and full stops without prompting in their work. Writing in simple sentences, beginning to use their own words in their answers.</p>	<p>Forming full sentences in their writing, without prompting. Rearranging the information from the text in order to answer their comprehension questions. Beginning to use their own words to answer the questions. Use the smaller guidelines cahier books, clear word and letter formation throughout.</p>
<p>Reading: Class reader (Alice in Wonderland)</p>	<p>To listen attentively to the text being read by the teacher. When questioned, to be able to articulate why the text is being read in a particular tone, style, pitch, volume, pace. To identify errors in reading such as missing punctuation marks and understand why these errors occur in reading. To comment on how the reading should be done most effectively and why it is important to read in a particular way to have a particular impact on the audience. To begin to read independently at home and aloud in class.</p>	<p>Recognise the ways in which a text is read for a desired effect - overall to be engaging for the listener. Recalling information that has been read to them. Tell and write the meaning of the text and make simple comments on the effect on the audience. Explain the story sequence and characters. To read aloud in front of the class without missing out words and in an engaging way.</p>	<p>To read aloud in an engaging way. Adapt style to what is happening in the book. Recall information from the story - specifically the plot, character make up, features of the writing which make it interesting to listen to.</p>