

Mandeville Primary School



English The Year 2 Learner

Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

Year 2 English Coverage

The Year 2 English curriculum consists of the following modules; traditional tales, recounts, explanations, poetry (calligrams and shape poems), reports, myths, instructions and stories with recurring language.

Key texts your children may encounter

Room on the Broom by Julia Donaldson
Gorilla by Anthony Browne
Six Dinner Sid by Inga Moore
Hairy Maclary from Donaldson's Dairy by Lynley Dodd
Dogger by Shirley Hughes
Hansel and Gretel by Anthony Browne
Cinderella by Max Eilenberg and Niamh Sharkey
The Gingerbread Man
The Lighthouse Keeper's Lunch by Ronda & David Armitage
Fantastic Mr Fox by Roald Dahl
BFG by Roald Dahl
The Man who wore all his clothes by Allan Ahlberg and Katherine McEwan
The Mousehole Cat by Antonia Barber and Nicola Bayley
Flat Stanley by Jeff Brown

Curriculum Content

Speaking and Listening

The children will become more familiar with and confident in using language in a greater variety of situations. They will, for example

- Listen to and express views about a wide range of books and poems
- Retell familiar stories and discuss the order of events
- Build a bank of poems that they can recite by heart
- Clarify the meaning of words and extend vocabulary
- Join in with discussions, ask questions and explain their understanding
- Change their speaking for different purposes and audiences such as role play or performances

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

Pupils will be taught to read words fluently and speedily, using phonics as well as developing a growing bank of words that they recognise instantly. They will also be taught to check their own reading makes sense, and to re-read to correct when something doesn't make sense.

As well as being able to read words, children need to understand what they read and develop a life-long love of reading. They will learn to do this through carefully structured activities using a wide range of high-quality books. They are encouraged to

- Make links between their own experiences and the story
- Self-correct if what they are reading doesn't make sense
- Answer questions about a text, including questions where the answer is not obvious e.g. 'Why did the character say that?'
- Predict what might happen at various points in a story
- Work out why things have happened in a story
- Read a variety of non-fiction books

Writing

Children will develop their writing through the following areas

Spelling

- Continue to spell words using phonics
- Learn commonly used whole words that are difficult to sound out
- Understand more patterns and rules

Handwriting

- Form cursive letters that are consistent in size
- Leave appropriate spaces between words

Composition

- Plan what they are going to write
- Record their writing sentence by sentence
- Re-read and check for sense and accuracy
- Write for a range of purposes
- Develop a wide vocabulary
- Develop their understanding and accuracy of punctuation
- Use a range of words to join sentences and add detail

For further information, please refer to

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf