

## Year 2 - National Curriculum Content Within the Mastery English Programme

English Reading		English Writing		
Word Reading	Comprehension	Composition	Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation - content
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between</li> <li>spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li><b>understand both the books that they can already read accurately and fluently and those that they listen to by:</b> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li><b>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</b></li> <li><b>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</b></li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>develop positive attitudes towards and stamina for writing by:</b> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> </li> <li><b>consider what they are going to write before beginning by:</b> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li><b>make simple additions, revisions and corrections to their own writing by:</b> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> <li><b>read aloud what they have written with appropriate intonation to make the meaning clear.</b></li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>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)</li> </ul> </li> <li><b>learn how to use:</b> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> <li><b>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</b></li> </ul>	<p><b>Word</b></p> <ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>Formation of adjectives using suffixes such as –ful, –less</li> <li>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</li> </ul> <p><b>Terminology for pupils</b>  noun, noun phrase  statement, question, exclamation, command  compound, suffix  adjective, adverb, verb  tense (past, present)  apostrophe, comma</p>

Please note that the Mastery English Programme does not include spelling or handwriting, which should be addressed elsewhere on the timetable.

## Year 2 – Teacher Assessment Framework

English Reading			English Writing		
Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard	Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</li> <li>read accurately some words of two or more syllables that contain the same grapheme- phoneme correspondences (GPCs)*</li> <li>read many common exception words.*</li> </ul> <p><b>In a book closely matched to the GPCs as above, the pupil can:</b></p> <ul style="list-style-type: none"> <li>read aloud many words quickly and accurately without overt sounding and blending</li> <li>sound out many unfamiliar words accurately.</li> </ul> <p><b>In a familiar book that is read to them, the pupil can:</b></p> <ul style="list-style-type: none"> <li>answer questions in discussion with the teacher and make simple inferences.</li> </ul>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>read accurately most words of two or more syllables • read most words containing common suffixes*</li> <li>read most common exception words.*</li> </ul> <p><b>In age-appropriate books, the pupil can:</b></p> <ul style="list-style-type: none"> <li>read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p><b>In a book that they can already read fluently, the pupil can:</b></p> <ul style="list-style-type: none"> <li>check it makes sense to them, correcting any inaccurate reading</li> <li>answer questions and make some inferences</li> <li>explain what has happened so far in what they have read.</li> </ul>	<p><b>The pupil can, in a book they are reading independently:</b></p> <ul style="list-style-type: none"> <li>make inferences</li> <li>make a plausible prediction about what might happen on the basis of what has been read so far</li> <li>make links between the book they are reading and other books they have read.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>demarcate some sentences with capital letters and full stops</li> <li>segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>spell some common exception words*</li> <li>form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form lower-case letters of the correct size relative to one another in some of their writing</li> <li>use spacing between words.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>write about real events, recording these simply and clearly</li> <li>demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>use present and past tense mostly correctly and consistently</li> <li>use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spell many common exception words*</li> <li>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>make simple additions, revisions and proof-reading corrections to their own writing</li> <li>use the punctuation taught at key stage 1 mostly correctly^</li> <li>spell most common exception words*</li> <li>add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>use the diagonal and horizontal strokes needed to join some letters.</li> </ul>

Please refer to current moderation guidance and the latest version of the teacher assessment framework.

## Year 2 – Mastery English

	Autumn Term	Spring Term	Summer Term
<b>Whole Class Text</b>	<b>Dear Greenpeace/ The Snail and The Whale/ The Great Kapok Tree</b>	<b>The Wolves in the Walls</b>	<b>The Worst Witch/ The Enchanted Wood</b>
<b>Author</b>	Simon James/ Julia Donaldson/ Lynne Cherry	Neil Gaiman	Jill Murphy / Enid Blyton
<b>Themes</b>	Environmental protection, charity work, resilience, looking after animals, physical geography, the world, helping one another, friendship, marine life, deforestation, interdependence	Resilience, standing up for what you believe, fantasy versus reality, over active imaginations, understanding and overcoming irrational fears like bumps in the night or monsters	Magic, witches, education, boarding school life, starting school, making mistakes, friendships  Moving house, countryside, fantasy, elves, goblins and fairies, magical creatures, magical lands, trees, solving problems
<b>Knowledge Focus</b>	Habitats, Adaptation, The Amazon Rainforest, Physical geography (icebergs, volcanoes, caves), sea life, charity as a concept	Types of abode/accommodation, habitats, fearful and fearless behaviour, locations to live, information about wolves	Boarding school life, witches and wizards, spells, potions, transformation  1950s childhood, geographical features of woodland, creatures from the fantasy genre, the power of an author's vivid imagination
<b>Text Specific Vocabulary</b>	Migratory, blue whale, information, details, salt water, sincerely, dear, Greenpeace, oceans, spurt, creature, shrimps, goldfish, forcefully, distances, disappoint, impossible, sail, protecting, studying, seaside  Humpback whale, soot, silvery, trail, immensely, shimmering, coral, caves, beneath  Amazon Rainforest, canopy, parrots, monkeys, understorey, vines, jaguars, graceful, steamy, environment, emerges, community, Kapok, ancestors, pollinate, toucan, underbrush, sloth, depend	Tuba, video games, hustling, bustling, crinkling, crackling, sneaking, creeping, crumpling, puppet, clawing, gnawing, nibbling, squabbling, plotting, wolfish, hatching, schemes, peeped, overactive imagination, offended, practicing, scrambling, rambling, rustling, exposed, vampire bat, coffin, display, ignorance, howling, yowling, bumping, thumping, fled, huddled, pantry, Arctic circle, treasured possessions, flee, scurrying, hurrying, tumbling	Witch, wizard, castle, broomstick, cackle, badge, mist, plait, yell, mend, shawl, pride, joy, afraid, hover, blush, bossy, cauldron, delight, sinking, rising, spare, stumble, potion, chanting, vanished, mixture, conduct, certificate, strode, form-mistress, reputation, icy tones, invisibility  Trunk, dwell, stream, unlatched, busy, ditch, cushion, whilst, peculiar, bumps, creep, plums, cornflowers, narrow, deaf, weasels, measles, acorn, prickly, giggle, odd, pixie, astonished, jug, soaked, wipe, grin, handkerchief, neatly, knock, butcher, silky, dreadful, greedy, chased, swirled, dizzy, lollop, swinging, swung, paw, nibbled, underneath, peered
<b>Writing Opportunities</b>	<ul style="list-style-type: none"> <li>Letter to Emily</li> <li>Whale Information text</li> <li>Postcard from Arthur</li> <li>Persuasive Letter to encourage Senhor to save the tree</li> <li>Narrative</li> <li>Book Review</li> <li>Information Poster</li> </ul>	<ul style="list-style-type: none"> <li>Lucy's diary</li> <li>A letter persuading the wolves to leave</li> <li>Narrative tension – Lucy returns to the house</li> <li>Persuasion – house advert</li> <li>Retell from the wolves' point of view</li> <li>Character Study – heroism leading to a job advert and application</li> <li>Narrative – Elephants in the Walls</li> </ul>	<ul style="list-style-type: none"> <li>Describing a fearful setting from a third person perspective</li> <li>How to survive your first term at Cackle's Academy (instructional writing – with added personality for GD)</li> <li>Experiencing a transformation spell in the first person</li> <li>A letter home from the country</li> <li>A letter to Goldilocks Instructional description – how to find Moon-face's house</li> <li>Narrative (full story) – an adventure up the tree to a magical new land</li> </ul>

<b>Key Grammar and Punctuation</b>	Full stops, capital letters, finger spaces, simple sentence structure, past tense, questions, question marks, nouns, verbs, compound sentences, complex sentences, subordinating conjunctions, simple paragraphing, adjectives, synonyms, noun phrases, coordinating conjunctions, singular, plural, adverbs	Applying the –ing suffix to root words, questions, conjunctions, sentence structure, prepositions and positional language, demarcating sentences with full stops and capital letters, questions, co-ordinating conjunctions and some subordinating conjunctions to join clauses, expanded noun phrases, regular and irregular past tense verbs, past progressive tense, exclamation sentences, adverbs, adding the suffix-ly, possessive apostrophes, contractions, commas in lists	Using adjectives effectively to expand noun phrases to describe and specify, knowledge of word classes, detailed commands, using suffixes to create interesting and effective adjectives and verb forms, using the present and past tenses correctly and consistently (including the progressive form), sentences with different forms: (statement, question, exclamation, command), the subordinating conjunction ‘when’, exclamation sentences and questions to engage, further subordination (using when, if, that, or because), possessive apostrophe singular, to begin to use prepositions, beginning to use fronted adverbials (starting sentences with adjectives and adverbs – ly, - ed)
<b>Features of Effective Writing</b>	Emotions as a tool to engage, adding interest through specific facts, idea development, scientific vocabulary enrichment, emotionally charged language to persuade, powerful verbs to show not tell	Positive/negative language and emotions to persuade, building tension through: short sentences for effect and powerful verbs, similes and figurative language, multisensory description, rhetorical questions, interjecting humour to offset tension for a young audience	Figurative language, similes, multi-sensory description, personification, creating an atmosphere of fear, using anecdotal stories to develop ideas, repetition for effect, alliteration, powerful verbs to show not tell, short sentences for effect, summarising, emotions, archaic language to fit the period, writing in the style of an author, the structure of a story, the impact of a powerful opening and build-up, Varying sentence openers and structure for effect.