

Year 2 English

- National Curriculum
- Herts for Learning Scheme



“Learn. Believe. Achieve.”
Resilient, Persistent, Self-Motivated, Creative
Risk Takers, Good Citizens, Entrepreneurial

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Herts 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.

Speaking and Listening	Reading	Writing
<p>The children will become more familiar with and confident in using language in a greater variety of situations. They will, for example:</p> <ul style="list-style-type: none"> • 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 	<p>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. For further information regarding our phonics and reading scheme refer to https://monsterphonics.com/</p> <p>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:</p> <ul style="list-style-type: none"> • 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 eg ‘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 	<p>Children will develop their writing through the following areas:</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Continue to spell words using phonics • Learn commonly used whole words that are difficult to sound out • Understand more patterns and rules <p>Handwriting:</p> <ul style="list-style-type: none"> • Form letters that are consistent in size • Leave appropriate spaces between words <p>Composition:</p> <ul style="list-style-type: none"> • 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.

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English Curriculum Statement of Intent: We passionately believe that it is our responsibility to teach our children to speak, read and write fluently so that they can effectively communicate their thoughts, feelings, ideas and learning about the world around them. Through daily exposure to rich texts, we aim to excite our children about the wealth of knowledge they can find inside the pages of a book and inspire them to seek out even more. It is our ambition to instil a love for reading within all our children so that they become lifelong readers with the skills to express themselves creatively, articulate their thoughts clearly and engage confidently within society.

Year 2	Narrative	Non-Fiction	Poetry
<p>English Scheme of Work</p> <p><i>We are a creative curriculum school and books and texts will be chosen each term to enhance wider topic learning. Your class teacher will provide you with more details about specific texts each term.</i></p>	<p><i>Stories with recurring literary language</i></p> <p><i>Traditional Tales – focusing on fairy tales and myths</i></p> <p>TAKE ONE BOOK – Intense focus on one book chosen by the class teacher</p>	<p>Explanations</p> <p>Recount</p> <p>Report</p> <p>Instructions</p> <p>Explanations</p>	<p>Calligrams</p> <p>TAKE ONE POET – Intense focus on one poet chosen by the class teacher</p>