



Phase 1

Phase 2

Phase 3

Essential, ongoing, in-school provision and approaches

National Curriculum statements

National Curriculum statements (NAHT KPI)

Hampshire additional guidance

Achieving age-related expectations in Year 2 - Reading

Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-Statutory Guidance

Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups, and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Word Reading

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

Comprehension

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Spelling

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Handwriting

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Composition

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Vocabulary, Grammar and Punctuation

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.



| Year 2 | READING | | | | | | | |
|---|---|--|---|--|---|--|---|--|
| | Word Reading | Themes and Conventions | Comprehension Clarify | Comprehension Monitor and Summarise | Comprehension Select and Retrieve | Comprehension Respond and Explain | Inference | Language for Effect |
| Ongoing, in-school provision and approaches | <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read aloud books closely matched to their improving phonic knowledge, sound out unfamiliar words accurately, automatically and without undue hesitation Re-read books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary and understanding Listen to, discuss and express 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 Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear | | | | | | | |
| Phase 1 | <ul style="list-style-type: none"> 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 most words at an instructional level, i.e. 93-95 per cent of words, quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Can apply Hampshire or School chosen Autumn Term core spelling curriculum knowledge when reading | <ul style="list-style-type: none"> Listen to, discuss and express 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 Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Read non-fiction books that are structured in different ways Make comparisons between books, noting similarities, differences and preferences between: narrative sequences, characters & setting Identify how features are linked to purpose, e.g. why characters and settings in stories are described | <ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to Draw on what they already know or on background information and vocabulary provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Use the grammar of a sentence to decipher new or unfamiliar words Check that the text makes sense to them as they read and correcting inaccurate reading | <ul style="list-style-type: none"> Identify and discuss the main events or key points in a text Retell a story clearly and with appropriate detail | <ul style="list-style-type: none"> Answer and ask questions Extract information from the text and discuss orally with reference to the text Make simple inferences about characters' thoughts and feelings and reasons for actions Understand how to use alphabetically ordered texts to retrieve information | <ul style="list-style-type: none"> Participate in discussions 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, express views and ask questions Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | <ul style="list-style-type: none"> Make simple predictions, linking to own experience Make simple inferences about characters' thoughts and feelings and reasons for actions on the basis of what is being said and done Identify key themes and discuss reasons for events in stories Make predictions about expectations of a text by skim reading, title, contents, illustrations | <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry Identify rhyming and alliterative words |



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| Year 2 | | READING | | | | | | |
|---------|--|--|------------------------|--|---|--|--|---|
| | | Word Reading | Themes and Conventions | Comprehension Clarify | Comprehension Monitor and Summarise | Comprehension Select and Retrieve | Comprehension Respond and Explain | Inference |
| Phase 2 | <ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading Can apply Hampshire or School chosen Spring Term core spelling curriculum knowledge when reading | <ul style="list-style-type: none"> <i>Read non-fiction books that are structured in different ways</i> Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting Identify how features are linked to purpose, e.g. why an information text has subheadings | | <ul style="list-style-type: none"> <i>Discuss the sequence of events in books and how items of information are related</i> Identify or provide own synonyms for specific words within the text | <ul style="list-style-type: none"> Use bibliographic knowledge to help retrieve specific information | <ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Identify cause and effect in narrative and non-fiction, e.g. character motivation; why certain information has been included | <ul style="list-style-type: none"> <i>Understand both the books they can already read accurately and fluently and those they listen to</i> Predict what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> Discuss the sequence of events in books and how items of information are related Discuss favourite words and phrases Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere |
| | <ul style="list-style-type: none"> Can apply Hampshire or School chosen Summer Term core spelling curriculum knowledge when reading | | | | | | <ul style="list-style-type: none"> Make predictions using experience of reading books in the same genre, by the same author or based on similar themes | <ul style="list-style-type: none"> Identify how vocabulary choice affects meaning, identifying or providing own synonyms for specific words within the text |

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37