

Below outlines the learning focus for each term

**Key Stage 1 Programme of Study – by the end of year 2:**

**Reading - word reading**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

**Reading – comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
  - participate in discussion about what is read to them, taking turns and listening to what others say
  - explain clearly their understanding of what is read to them

**Writing – transcription**

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

**Handwriting**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

**Writing – composition**

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

**Writing - vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in English appendix 2 by:
  - leaving spaces between words
  - joining words and joining clauses using 'and'
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English appendix 2
- use the grammatical terminology in English English appendix 2 in discussing their writing

## Learning Focus for Year 2

Year 2  
Reading  
Focus

### Spoken Word - Participation and Presentation

- participate in discussion about books, poems and other works that are read to me and those that I can read for myself
- ask relevant questions
- maintain attention when listening to others
- contribute several sentences to group/class discussions
- speak audibly
- act out a short scenario
- explain a simple idea or process and use strategies to build my vocabulary
- build up a repertoire of poems learnt by heart

### Reading - word reading

- discuss my favourite words and phrases
- read familiar words quickly, without needing to sound them out.
- use my phonic knowledge to blend sounds together, including alternative graphemes
- read multi-syllable words which contain alternative graphemes
- read aloud books that are matched to my phonic knowledge and confidently sound out unfamiliar words
- re-read these books to build up my fluency and confidence in word reading
- self-correct when I have a sentence incorrectly
- read the common exception words and can see the unusual correspondences
- recognise and read common suffixes that create verbs, nouns, adjectives and adverbs
- make choices about which texts to read, based on prior reading experience
- discuss and clarify the meaning of words, linking new meanings to known vocabulary

### Reading – comprehension

- answer and ask questions about a text in a group discussion and take turns and listens to what others have to say
- discuss the sequence of events in books and how items of information are related
- find answers to questions in non-fiction, stories and poems
- am familiar with a wide range of stories, fairy stories and traditional tales.
- listen to and discuss a wide range of poems, stories and non-fiction beyond that at which I can read independently
- have started to look at non-fiction books that are structured in different ways
- make predictions based on what has been read so far, my own experiences and reading other books by the same author
- make simple inferences about thoughts and feelings of characters and reasons for their actions
- identify and comment on vocabulary and literary features in stories and poetry – ‘All fairy tales start with Once upon a Time...’
- aware that books are set in different times and places
- relate what I read to my own experiences and using background knowledge I have already learnt
- recognise key themes and ideas within a text
- understand why a writer has written a text – ‘She wants you to know how to make a kite’
- identify how vocabulary choice affects meaning – ‘Crept lets you know that he is trying to be quiet

Year 2  
writing  
focus

### Writing – composition

- show my stamina and enjoyment of writing appropriately for different purposes such as narration, recount and poetry
- write longer noun phrases with words before and sometimes after the noun
- improve my writing by rereading for sense, with intonation and proofreading for accuracy
- know who my writing is for (my intended audience)
- beginning to use appropriate language across different types of writing e.g. story language, non-fiction
- think about the different styles needed for different types of writing
- understand that there are different types of poetry and have begun to write some of my own
- write narratives about personal experience
- gather ideas and marshal them into sentences ready for writing
- have begun to use an appropriate opening and closing

### Writing - vocabulary, grammar and punctuation

- use present and past tenses consistently throughout a written piece
- use co-ordinating connectives (or, and, but) and connectives that signal time e.g. then, after, before
- use subordinating connectives (when, if, that or because) to link ideas logically
- use capital letters, full stops to demarcate sentences
- use question marks and exclamation marks to demarcate sentences
- use commas to separate items in a list
- use sentences with different forms: statement, question, exclamation, command
- identify nouns, verbs, adverbs and adjectives
- write longer noun phrases with words before and sometimes after the noun
- use interesting adverbs to describe actions and have begun to use a variety of verbs suited for purpose
- use progressive verbs correctly

### Writing – transcription (spelling)

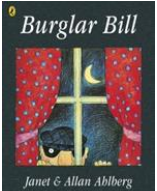
- spell the homophones and exceptions listed in the Y2 curriculum
- segment spoken words into phonemes and represent these as graphemes, spelling many correctly
- know alternative graphemes for the same sound and have learnt some words with each spelling
- use the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs
- spell 10 words with contractions (It's, can't, won't they're etc.)
- add suffixes to spell longer words e.g. –ment, -ful, -less, -ly
- use the apostrophe to contract and show singular possession
- spell most of the common exception words and apply simple spelling rules and guidance as listed in English Appendix 1
- write simple sentences dictated to by the teacher

### Handwriting

- I can write capital letters, lower case letters and digits of the correct size, orientation and relationship to one another
- understand which letters need to be joined in my writing and can make simple, clear joins

**Termly**

<p>Autumn 1</p>	<p><b>Writing Genres:</b> Description work – animals theme Character description Story sequencing and retelling</p>	<p><b>Narrative:</b> <b>Fiction</b> Silly Billy by Anthony Browne  Bog Baby by Jeanne Willis  Dr Zargles Book Of Earthlets by Jeanne Willis </p>	<p><b>SPAG Focus:</b> Year 1 revision Spelling patterns and rules. Punctuation revision Nouns Expanded noun phrases Types of sentences – questions, commands, statements and exclamations</p>
<p>Autumn 2</p>	<p><b>Writing Genres:</b> Recounts Poetry Instructions</p>	<p><b>Narrative:</b> <b>Fiction</b>   Newspaper Boy And Origami Girl by Michael Foreman</p>	<p><b>SPAG Focus:</b> Spelling patterns and rules Past/present tense Homophones Contractions Commas Time connectives Dictation</p>
<p>Spring 1</p>	<p><b>Writing Genres:</b> Research/Information posters Non-fiction reports Book reviews Explanation texts Persuasive writing</p>	<p><b>Narrative:</b> <b>Fiction</b> The Pesky Rat by Lauren Child   Other text comparisons by the same author, Eg I Will Not Ever Never Eat a Tomato by Lauren Child</p>	<p><b>SPAG Focus:</b> Spelling patterns and rules Exclamations, Questions, Commands, Statements. Suffixes Dictation Synonyms Possessive apostrophes</p>
<p>Spring 2</p>	<p><b>Writing Genres:</b> Characters/Settings Story writing and retelling Book Reviews Diary</p>	<p><b>Narrative:</b> Lila And The Secret Of The Rain by David Conway </p>	<p><b>SPAG Focus:</b> Spelling patterns and rules Suffix Verbs and Adverbs Plurals Dictation</p>
<p>Summer 1</p>	<p><b>Writing Genres:</b> Postcards/Letters Interviews SATs Revision</p>		<p><b>SPAG Focus:</b> Spelling patterns and rules Contractions Exclamation sentences Singular &amp; plural Suffix Homophones and near homophones</p>

			Tenses Question marks Imperative verbs
Summer 2	<b>Writing Genres:</b> Story writing Poetry Posters	<b>Narrative:</b> Burglar Bill by Janet and Allan Ahlberg	 <b>SPAG Focus:</b> Spelling patterns and rules Revision of Yr 2 Objectives  <b>Reading for Pleasure – class reader:</b>

At Camrose, teachers read to pupils daily; reading for enjoyment helps develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.  
DfE research (2012):

*‘Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD,2002).’*

Centre for Literacy in Primary Education (2022):

*‘Reading aloud is probably the most important thing that teachers can do and needs to be a frequent and regular part of each school day.’*

We aim to ensure that, by the time pupils leave Camrose, they have encountered a diverse range of literature including the British classics, modern literature, and books that represent a variety of cultures and people.

Classics	Roald Dahl	Around the World	Pupils choice	Non Fiction
The Famous Five Dr Dolittle	CHARLIE AND THE CHOCOLATE FACTORY	Are We There Yet? By Alison Lester (Australia)  Coming to England (Windrush)  The Proudest Blue by Ibtihaj Muhammad (Asia)	YR2GS –  Meet The Twitches by Hayley Scott  YR2IN –  Claude At The Circus by Alex T.Smith	We All Belong: A Children's Book About Diversity, Race and Empathy by Nathalie Goss, Alex Goss, Goss Castle  Seeds to Bread by Sarah Ridley  LEGO: Knights and Castles by Scholastic  Oxford Very First Atlas  Lift-the-Flap Questions and Answers About Dinosaurs  Usborne Beginners: The Solar System