

Phase 1

Phase 2

Phase 3

Black text

Red text

National Curriculum statements

Additional HIAS statements

## Achieving age-related expectations in 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.

## Achieving age-related expectations in Writing

### Fluency – Clarity – Accuracy – Coherence

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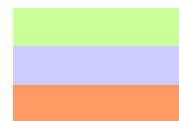
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#### Key Reference



Phase 1

Phase 2

Phase 3

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National Curriculum statements

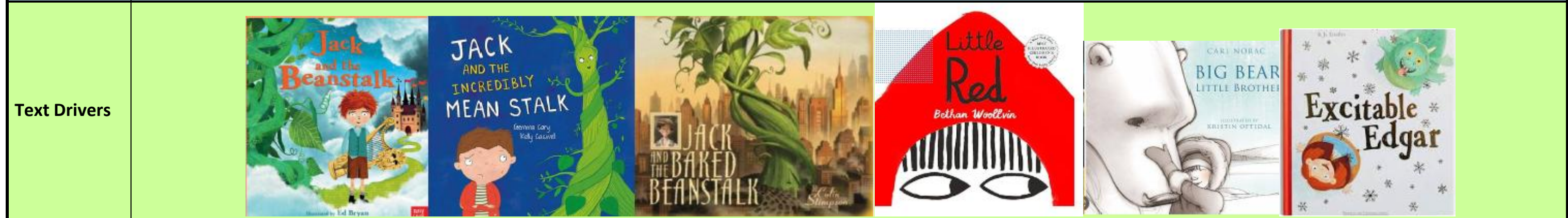
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Additional HIAS statements

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Additional statements from MTP to introduce

<b>Year 2</b>	<b>Year 2 Cycle A</b>
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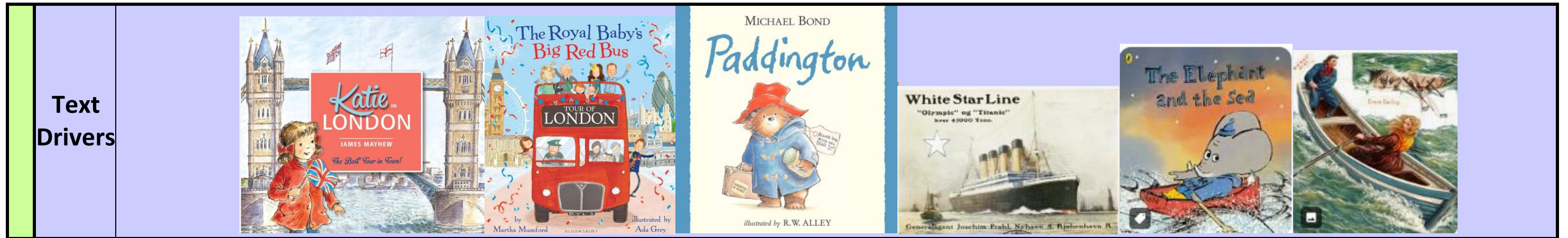


<b>Speech &amp; Language</b>	listen and respond appropriately to adults and their peers, speak audibly and fluently with an increasing command of Standard English, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.
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READING
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	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
<b>Phase 1</b>	<ul style="list-style-type: none"> <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 graphemes taught so far</li> <li>Read words containing common suffixes</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently, and those they listen to</li> <li>Draw on what they already know or on background information and vocabulary, provided by the teacher</li> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the main events or key points in a text</li> <li>Retell a story clearly and with appropriate detail</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions</li> <li>Ask questions</li> <li>Extract information from the text and discuss orally with reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far and their own experience</li> <li>Make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple recurring literary language in stories and poetry               <ul style="list-style-type: none"> <li>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> </ul>

Writing						
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>Spell common homophones</li> <li>Spell common exception words <b>taught so far</b></li> <li>Add suffixes to spell longer words, including –ly</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Write 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>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>When planning, write down ideas and/or key words, including new vocabulary</li> <li>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> <li>Re-read to check that writing makes sense <b>e.g. verb tense</b></li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</li> <li><b>Use brief opening and ending</b></li> <li><b>Appropriately sequences ideas</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Write questions (beginning with who/ what/ when/ where/ how etc)</b></li> <li><b>Write statements</b></li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation to demarcate sentences</li> <li>Use coordinating conjunctions (or/and/but)</li> <li>Write expanded noun phrases to describe and specify</li> <li>Use the present and past tenses correctly and consistently</li> <li>Use –ly to turn adjectives into adverbs – slow/ slowly</li> </ul>



**Text Drivers**

Speech & Language

participate in discussions, presentations, performances, role play/improvisations and debates, gain, maintain and monitor the interest of the listener(s), use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, consider and evaluate different viewpoints, attending to and building on the contributions of others

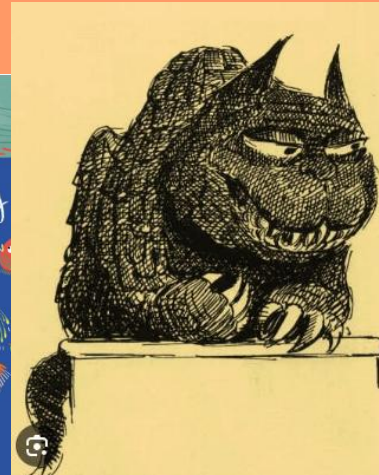
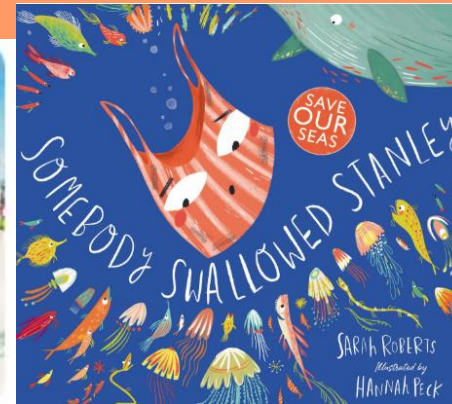
## Reading

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Re-read books to build up their fluency and confidence in word reading</p>	<p>Use the context/ grammar of the sentence to decipher new or unfamiliar words</p>	<p>Discuss the sequence of events in books and how items of information are related</p>	<p>Understand how to use alphabetically ordered texts to retrieve information</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p>	<p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>	<p>Read non-fiction books that are structured in different ways</p>

# Writing

Writing						
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 2	<ul style="list-style-type: none"> <li>Use the possessive apostrophe (singular)</li> <li>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</li> <li>Spell more words with contracted forms</li> <li>Distinguish between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> <li>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</li> <li>Use adventurous vocabulary appropriate to task</li> </ul>	<ul style="list-style-type: none"> <li>Link related sentences through the use of pronouns and adverbials where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Write commands using the imperative form of a verb</li> </ul>	<ul style="list-style-type: none"> <li>Use subordinating conjunctions (when/ if /that /because)</li> <li>Use commas to separate items in a list</li> <li>Use apostrophes to mark where letters are missing in spelling</li> <li>Use the suffixes –er, -est, in adjectives</li> </ul>

**Text Drivers**



**Speech & Language**

give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments, select and use appropriate registers for effective communication

**Reading**

Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	<input type="checkbox"/> Identify or provide own synonyms for specific words within the text						<input type="checkbox"/> Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

# Writing

Writing						
Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation	
<ul style="list-style-type: none"> <li>Add suffixes to spell longer words –ment, –ness</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of prepositions (behind, before, above, along)</li> </ul>		<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>Use the progressive form correctly and consistently e.g. he was shouting.</li> <li>Use apostrophes to mark singular possession in nouns</li> <li>Form nouns using suffixes –ness, –er and by compounding e.g. whiteboard, superman</li> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i></li> </ul>	

Phase 3

<b>Year 2</b>	<b>Year 2 Cycle B</b>
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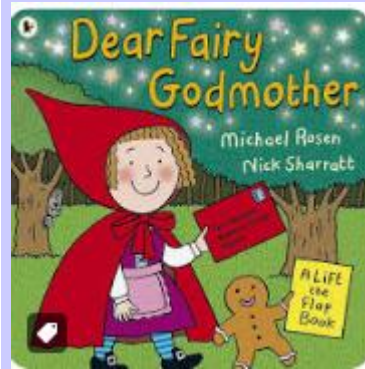


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<b>READING</b>
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## Reading

**Word Reading**

**Comprehension Clarify**

**Comprehension Summarise**

**Comprehension Select and Retrieve**

**Comprehension Respond and Explain**

**Inference**

**Language for Effect**

**Themes and Conventions**

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

□ Use the context/ grammar of the sentence to decipher new or unfamiliar words

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□ Understand how to use alphabetically ordered texts to retrieve information

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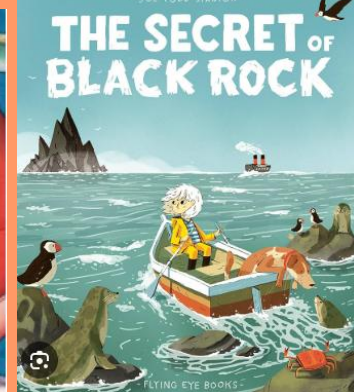
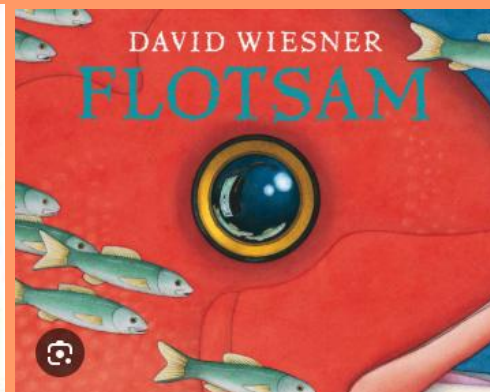
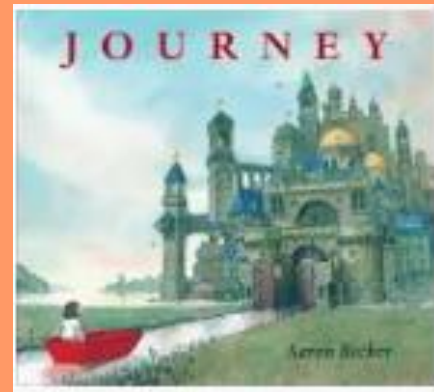
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