

## Year 2 English

### Spelling

- The National Curriculum clearly outlines the spelling rules children should be using by the end of Key Stage 1. We will be working through all of the rules in a systematic fashion throughout the year, supporting children to engage in a range of activities designed to support their application of rules and recall of individual spellings.
- Most weeks we will have a new spelling rule and this rule, along with some key example spellings.
- We will constantly refer to '**common exception words**', a list of regularly used words that don't follow usual phonic patterns.

door	climb	even	class	sugar	people
floor	most	great	grass	eye	water
poor	only	break	pass	could	again
because	both	steak	plant	should	half
find	old	pretty	path	would	money
kind	cold	beautiful	bath	who	Mr
mind	gold	after	hour	whole	Mrs
behind	hold	fast	move	any	parents
child	told	last	prove	many	Christmas
children	every	past	improve	clothes	
wild	everybody	father	sure	busy	

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- The centre pages of the children's reading records contain useful spelling information including a list of **homophones** and **near-homophones** and some spelling tips.

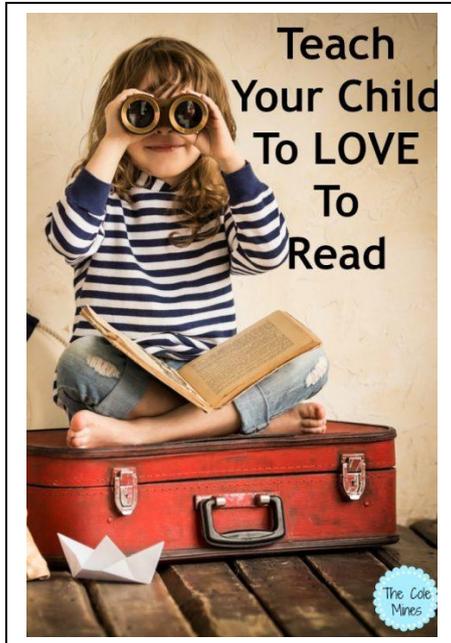
### Text awareness and vocabulary development

- At times drama activities and games will be used to generate describing words and get the children moving about using actions to remember punctuation, '**noisy punctuation**'. Please ask your child to show you the actions that they have been learning.
- '**Talk For Writing**' is another way we will support children to remember the different features of the text type. This involves acting out a piece of writing to support an understanding of punctuation, vocabulary selection and text features.
- We will be using VCOP as a vehicle to support children to reflect on their writing. (**Vocabulary, Connectives, Openers and Punctuation**)

### Reading

- We run daily 'guided reading' sessions focusing on three key points:
  - enjoying reading in different forms such as stories, poems and information books

- developing decoding skills, using phonic awareness and a growing sight vocabulary
- understanding what is being read through direct comprehension, making predictions, sharing opinions about stories and then using inference skills.
- Confident readers usually read at home. It is very important children read at home regularly to support the development of their confidence and reading competency. We strongly recommend reading most days, little and often.



The National Curriculum identifies the need for children to read a range of text types, and to read some books several times so that they can become familiar with the text.

It is important for children to have the opportunity to read books that challenge their decoding skills but also to have a chance to read a book that is not necessarily a challenge, for pure enjoyment's sake to promote a love of reading.

Often good quality picture books provide children with a wealth of ideas to support the development of thinking skills and social awareness.

Children are encouraged to use reading books from the school collection, books at home or books from local libraries. Specific reading skills that will be developed throughout the year include; predicting what might happen next in a story, making links between current reading and other books and making inferences (understanding what is happening in a story without it being explained explicitly within the text).

## Handwriting

- National Curriculum outlines the expectations for handwriting for the end of Key Stage 1. We will support children on a daily basis in developing their handwriting so they develop the fine motor-skills and letter formation awareness they need to be able to scribe clearly and fluently.
- Central to developing a clear and fluent handwriting style is the 'frogs-legs' or tripod grasp pencil grip and an erect sitting position to ensure 'good habits' are carried forward to enable children to write quickly and clearly as they get older.

