



Grade 2 English Curriculum Framework Document

Phonics, spelling, and vocabulary

1. Learn the different common spellings of long vowel phonemes.
2. Learn the different ways in which vowels can be pronounced, e.g. *how, low; apple, apron*.
3. Apply knowledge of phonemes and spelling patterns in writing simple words independently.
4. Secure the spelling of high frequency words and common irregular words.
5. Identify syllables and split familiar compound words into parts.
6. Spell words with common prefixes and suffixes, e.g. *un-, -ful, -ly*.
7. Build and use collections of interesting and significant words.
8. Discuss the meaning of unfamiliar words encountered in reading.
9. Choose interesting words and phrases, e.g. in describing people and places.

Reading

1. Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.
2. Read and respond to question words, e.g. *what, where, when, who, why*.
3. Extend the range of common words recognised on sight.
4. Use phonics as the main method of tackling unfamiliar words.
5. Read aloud with increased accuracy, fluency and expression.
6. Identify and describe story settings and characters, recognising that they may be from different times and places.
7. Predict story endings.
8. Make simple inferences from the words on the page, e.g. about feelings.
9. Talk about what happens at the beginning, in the middle, or at the end of a story.
10. Comment on some vocabulary choices, e.g. adjectives.
11. Begin to develop likes and dislikes in reading.
12. Read poems and comment on words and sounds, rhyme and rhythm.

Writing

1. Write in clear sentences using capital letters, full stops, and question marks.
2. Use past- and present tenses accurately but not always consistently.
3. Use mainly simple and compound sentences, with *and/but* used to connect ideas. *Because* may begin to be used in a complex sentence.
4. Begin to vary sentence openings, e.g. with simple adverbs of place and time.

5. Use a variety of simple organisational devices in non-fiction, e.g. headings, captions.
6. Begin to re-read own writing for sense and accuracy.

Reading texts

The following genres and text types are recommended for Grade 2:

1. Fiction and poetry: real life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry, and plays.
2. Non-fiction: non-chronological reports, instructions, explanations, reference texts.
3. Fiction and poetry.

Non-fiction texts

1. Read and follow simple instructions, e.g. in a recipe.
2. Locate words by initial letter in simple dictionaries, glossaries, and indexes.
3. Find answers to questions by reading a section of text.
4. Find factual information from different formats, e.g. charts, labelled diagrams.
5. Identify general features of known text types.
6. Show some awareness that texts have different purposes.
7. Explore a variety of non-fiction texts on screen.

Writing Fiction

1. Develop stories with a setting, characters and a sequence of events.
2. Structure a story with a beginning, middle, and end.
3. Link ideas in sections, grouped by content.
4. Find alternatives to and/then in developing a narrative and connecting ideas.
5. Write with a variety of sentence types.
6. Use the structures of familiar poems and stories in developing own writing.
7. Begin to use dialogue in stories.
8. Use the language of time, e.g. *suddenly*, *after that*.
9. Choose some interesting words and phrases, e.g. in describing people and places.

Writing non-fiction

1. Write simple evaluations of books read.
2. Write instructions and recount events and experiences.
3. Use features of chosen text type.
4. Use simple non-fiction texts as a model for writing.
5. Make simple notes from a section of non-fiction texts, e.g. listing key words.

Presentation

1. Form letters correctly and consistently.
2. Practise handwriting patterns and the joining of letters.

Speaking and listening

1. Recount experiences and explore possibilities.
2. Explain plans and ideas, extending them in the light of discussion.

3. Articulate clearly so that others can hear.
4. Vary talk and expression to gain and hold the listener's attention.
5. Show awareness of the listener by including relevant details.
6. Attempt to express ideas precisely, using a growing vocabulary.
7. Listen carefully and respond appropriately, asking questions of others.
8. Demonstrate 'attentive listening' and engage with another speaker.
9. Extend experiences and ideas through role-play.
10. Begin to be aware of ways in which speakers vary talk, for example, the use of more formal vocabulary and tone of voice.
11. Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking.