Hampshire County Council

Hampshire English Team Curriculum Phase Expectations

Version 5: June 2016

Key Reference

	Phase 1
	Phase 2
	Phase 3
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Achieving age-related expectations in Year 2 - Writing
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.

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Year 2	WRITING					
	Transcription	**Handwriting**	**Composition** Composition and Effect	**Composition** Text Structure and Organisation	**Composition** Sentence Structure	**Vocabulary, grammar and punctuation**
Phase 1	• ***Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly*** • ***Spell by learning new ways of spelling phonemes for which one or more spellings are already known*** • ***Spell common homophones*** • Spell common exception words taught so far • Add suffixes to spell longer words, including –ly	• Form lower-case letters of the correct size relative to one another • ***Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters*** • Use spacing between words that reflects the size of the letters	• Consider what they are going to write before beginning by planning or saying out loud what they are going to write about • When planning, write down ideas and/or key words, including new vocabulary • Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils • Re-read to check that writing makes sense e.g. verb tense	• ***Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence*** • Use brief opening and ending • Appropriately sequences ideas	• Write questions (beginning with who/ what/ when/ where/ how etc) • Write statements	• ***Use capital letters, full stops, question marks and exclamation to demarcate sentences*** • ***Use coordinating conjunctions (or/and/but)*** • Write expanded noun phrases to describe and specify • ***Use the present and past tenses correctly and consistently*** • ***Use –ly to turn adjectives into adverbs – slow/ slowly***
Phase 2	• Use the possessive apostrophe (singular) • Add suffixes to spell longer words, including –ful, –less (to create adjectives) • Spell more words with contracted forms • Distinguish between homophones and near-homophones	• 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	• ***Proof-read to check for errors in spelling, grammar and punctuation*** • Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience • Use adventurous vocabulary appropriate to task	• Link related sentences through the use of pronouns and adverbials where appropriate	• Write exclamatory sentences starting with ‘what’ or ‘how’. • Write commands using the imperative form of a verb	• ***Use subordinating conjunctions (when/ if /that /because)*** • ***Use commas to separate items in a list*** • Use apostrophes to mark where letters are missing in spelling • ***Use the suffixes –er, -est, in adjectives***
Phase 3	• Add suffixes to spell longer words –ment, –ness • ***Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far***		• Use a range of prepositions (behind, before, above, along)		• Use sentences with different forms: statement, question, exclamation, command	• Use the progressive form correctly and consistently e.g he was shouting. • Use apostrophes to mark singular possession in nouns • Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : *noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma*

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