### ENGLISH

#### English – Guided Reading
- **Reading – word reading**
  - continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
  - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
  - read accurately words of two or more syllables that contain the same graphemes as above
  - read words containing common suffixes
  - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
  - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
  - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
  - re-read 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, discussing and expressing 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
    - discussing the sequence of events in books and how items of information are related
    - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
    - being introduced to non-fiction books that are structured in different ways
    - recognising simple recurring literary language in stories and poetry
    - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
    - discussing their favourite words and phrases
    - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
  - understand both the books that they can already read accurately and fluently and those that 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
    - making inferences on the basis of what is being said and done
    - answering and asking questions
    - predicting what might happen on the basis of what has been read so far
  - participate in discussion 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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

#### English-Writing
- **Handwriting**
  - form lower-case letters of the correct size relative to one another
  - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
  - 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.

- **Writing – composition**
  - develop positive attitudes towards and stamina for writing by:
    - writing narratives about personal experiences and those of others (real and fictional)
    - writing about real events
    - writing poetry
    - writing for different purposes
  - consider what they are going to write before beginning by:
    - planning or saying out loud what they are going to write about
    - writing down ideas and/or key words, including new vocabulary
    - encapsulating what they want to say, sentence by sentence
make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear.

**Writing – vocabulary, grammar and punctuation**

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify (for example, the blue butterfly)
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

**Literacy Tree texts:**

- Stanley's Stick, Yeti and the Bird, Lost and Found, Tadpole's Promise, The Magic Bed, Jim and the Beanstalk
- Tadpole's Promise
- The Magic Bed
- Stanley's Stick
- The Paperbag Princess
- Jim and the Beanstalk
- Lost and Found

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**English - Read Write Inc**

**What is Read Write Inc?**

Read, Write, Inc Phonics is taught across R, 1 and 2 for all children learning to read. Children are grouped by their stage in phonics, rather than by their age. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

**Outline of RWI Phonics Teaching**

- Initial sounds are taught in a specific order.
- Sounds taught should be ‘pure’ i.e. ‘b’, not ‘buh’ as this is central to phonics teaching and ability to recognise sounds in words.
- Blends are to be declustered. E.g. bi is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds).
- Letter names are to be introduced in Set 3.

**Objectives of RWI phonics**

Children will learn to...

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonics patterns.
- Use phonics knowledge to decode texts and spell effortlessly.

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**English – Spelling (For children)**

- Revisit: Phase 5 GPCs as required by pupils
- Homophones: Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)
- Revisit: The /l/ or /al/ sound spelt ‘-le’ at the end of words
- Homophones and near homophones: quite/quiet, right/knight, new/knew, not/knot, they’re/there/their and others as relevant
- Revisit: The possessive apostrophe (singular nouns)
- Apostrophe: The possessive apostrophe (singular nouns)
- Apostrophe for contractions (can’t, didn’t, hasn’t, it’s, The /l/ or /al/ sound spelt ‘-el’ at the end of words
- The /l/ or /al/ sound spelt ‘-al’ at the end of words The /l/ or /al/ sound spelt ‘-el’ at the end of words
- The /l/ or /al/ sound spelt ‘-al’ at the end of words
- Revision of all homophones taught so far
- Homophones:
- Apostrophe:
- Year 2 phonics
- The /l/ or /al/ sound spelt ‘-el’ at the end of words
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who have
exited
RWI)
NNS

The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.
The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’.
The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words.

Common exception words
/aɪ/ sound spelt ‘i’ in common exception words:
find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.

Couldn’t, I’ll, they’re

Year 2 phonics
The /au/ sound spelt ‘y’ at the end of words
The /iə/ sound spelt ‘ey’
The /w/ sound spelt ‘-wr’ at the beginning of words.
The /aʊ/ sound spelt ‘-er’ after ‘w’ and ‘qu’
The sound /ʒ/ spelt ‘s’

Common exception words
Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils.

Suffixes: Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘-e’ with a consonant before it
Adding ‘-es’ to nouns and verbs ending in ‘-y’
The suffixes ‘-ful’, ‘-less’ and ‘-ly’
Words ending in ‘-tion’

MATHS

<table>
<thead>
<tr>
<th>Terms 1 and 2: Busy Ants 2A</th>
<th>Terms 1 and 2: Busy Ants 2B</th>
<th>Terms 1 and 2: Busy Ants 2C</th>
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</thead>
<tbody>
<tr>
<td><strong>Number – number and place value</strong></td>
<td>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</td>
<td>recognise the place value of each digit in a two-digit number (tens, ones)</td>
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<tr>
<td>Number – addition and subtraction</td>
<td>solve problems with addition and subtraction:</td>
<td>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</td>
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<td></td>
<td>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</td>
<td>applying their increasing knowledge of mental and written method</td>
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<td></td>
<td>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</td>
<td>recall and use addition and subtraction to check calculations and solve missing number problems</td>
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<td></td>
<td>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</td>
<td>Number – multiplication and division</td>
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<td></td>
<td>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</td>
<td>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</td>
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<td>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</td>
<td>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</td>
</tr>
</tbody>
</table>
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Number – fractions**
recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity
write simple fractions for example, $\frac{1}{3}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

**Measurement**
choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
find different combinations of coins that equal the same amounts of money
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
compare and sequence intervals of time
tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
know the number of minutes in an hour and the number of hours in a day

**Geometry – properties of shapes**
identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
compare and sort common 2-D and 3-D shapes and everyday objects

**Geometry – position and direction**
order and arrange combinations of mathematical objects in patterns and sequences
use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

**Statistics**
interpret and construct simple pictograms, tally charts, block diagrams and simple tables
ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
ask and answer questions about totalling and comparing categorical data