



Beaufort English Curriculum

Our English Curriculum helps our children to develop:

- Ⓢ Creativity, imagination and innovation
- Ⓢ Literacy and communication skills
- Ⓢ A positive attitude to learning
- Ⓢ An ability to reflect and self-assess
- Ⓢ An ability to co-operate and collaborate
- Ⓢ An understanding of different ways of life, other cultures and religions

YEAR 2

Speaking and Listening	<p>Knowledge and Skills</p> <ul style="list-style-type: none">• Speak with clarity and use expression when reading and reciting texts.• Tell real and imagined stories using familiar story language (e.g. relevant details, keeping the listeners' interest and sustaining account).• Begin to choose words carefully when talking for different purposes and audiences.• Listen to others in class, ask relevant questions and follow instructions.• Repeat main points of what has been heard and comment on them.• Make relevant contributions when working in pairs or groups, taking turns.• Take on different characters in role play and change speech when acting different characters. <p>Experiences</p> <ul style="list-style-type: none">• Encourage children to demonstrate age-appropriate speaking and listening skills across ALL subjects and at ALL times - this means children should be encouraged to speak in full sentences and use Standard English.• Provide opportunities for children to tell real or imagined stories - using puppets, role play areas, story maps etc.• Provide opportunities for children to talk for different purposes and to different audiences (e.g. class councils, circle time, plenaries, assemblies, presenting their work to the class etc.)• Provide a range of purposes for pair and group discussion and interaction (e.g. sharing ideas and experiences, making plans,
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	<p>investigating, sorting, exploring, commenting and reporting.</p> <ul style="list-style-type: none">• Ensure that ALL children contribute when working in pairs or groups.• Provide listening areas in KS1 classrooms.• Use video clips, audio recordings and songs to develop children's listening skills across the curriculum.• Embed the use of dramatic techniques across the curriculum (e.g. encourage children to work in role and present dramatic performances).• Direct teaching of speaking and listening skills.
Reading	<p>Knowledge and Skills</p> <ul style="list-style-type: none">• Blend sounds to decode unfamiliar phonetic words, including those with two or more syllables.• Recognise alternative graphemes for each sound and graphemes with alternate pronunciations.• Read the next 200 high frequency words automatically, including tricky 'red' words.• Read words with common prefixes (e.g. un, dis, in) and suffixes (e.g.ing, ed, er, est, ness, less, ment, ful, ly).• Know when reading does not make sense and self-correct.• Read fluently, taking note of punctuation to read with expression.• Summarise the main points of what has been read or read to them.• Locate information in texts, to find answers to simple questions.• Ask questions about what they have read.• Predict what might happen next, giving reasons for predictions.• Make simple inferences on the basis of what is being said or done.• Use organisational features of texts, and discuss organisational and structural features of different texts.• Discuss favourite words and phrases.• Note simple recurring literary language in poems and stories.• Develop pleasure in reading, motivation to read, vocabulary and understanding by:<ol style="list-style-type: none">1. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction, which are at a level beyond that at which the children can read independently;2. discussing the sequence of events in books and how items of information are related;3. becoming increasingly familiar with a wider range of stories, fairy tales and traditional tales;



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4. re-telling stories with appropriate detail, with increased confidence in sequencing; and
5. being introduced to non-fiction books that are structured in different ways.

Experiences

- Daily teaching of RWI phonics and reading programme and daily guided reading carousel.
- Daily story time.
- Hear children read aloud books that are closely matched and consistent with their developing phonic knowledge.
- Allow children to re-read books to build up their fluency and confidence.
- Read a wide range of classic and contemporary poems, stories and non-fiction to children, at a level beyond that at which the children can read independently. Ensure children are given the opportunity to listen and respond to stories with different themes and issues from our own and different cultures. Encourage children to discuss characters' feelings, choices and actions, with an emphasis on identifying 'right and wrong'. Discuss characters who display positive attitudes and values.
- Introduce children to a range of non-fiction books that are structured in different ways. Help children to develop tolerance and mutual respect by sharing non-fiction books that celebrate similarities and differences between people, with a focus on what makes each of use special. Share a wide range of books about different countries, cultures, traditions, religions and beliefs.
- Model how to read longer words, by showing children syllable boundaries and how to read each syllable separately before combining them to read the word.
- Model how to use morphology (e.g. prefixes) to work out unknown words.
- Model how to self-correct, for example by using context, when reading does not make sense (e.g. by thinking aloud when reading to children).
- Take deliberate steps to increase children's vocabulary and their awareness of grammar.
- Teach children about cause and effect in both narrative and non-fiction (e.g. what prompted a character's behaviour in a story or why certain dates are commemorated annually). Use this as the basis for discussions about 'right and wrong' and which dates are commemorated and celebrated in modern British culture.
- Demonstrate to children how to discuss what is read to them and what they have read.
- Encourage children to discuss what is read to them and what they have read, taking turns and listening to what others say.
- Help children to consider the opinions of others during discussions about what is read to them and what they have read.



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	<ul style="list-style-type: none"> • Help children to link what they read or hear read to their own experiences. • Use Talk for Writing and story time to provide children with opportunities to become very familiar with fairy tales and traditional tales, retelling them and considering their particular characteristics. Continue work from Year 1: Encourage children to recognise that traditional tales and fairy tales often involve 'good and bad characters' and 'right and wrong actions' and use this as the basis for discussions about knowing right from wrong. These stories may also have a 'moral' to tell, so this can also be explored with children. Finally, it is important to share, celebrate and discuss traditional tales and fairy tales from our own and other cultures. • Use drama techniques to support children's understanding of a text and to explore characters in a text. • Support children to recite an increasing repertoire of poems by heart, with appropriate intonation to make the meaning clear.
<p>Writing composition</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Develop writing stamina and the ability to write longer texts. • Write stories and narratives about personal experiences, both real and fictional, which are well sequenced. • Write non-fiction texts for different purposes, which are logically organised. • Write poems containing adventurous language. • Choose interesting vocabulary that holds the readers interest (e.g. noun phrases, powerful verbs, adjectives and adverbs). • Use a range of different sentence types. • Collect ideas and key words, including new vocabulary before writing. • Compose sentences orally before writing them. • Rehearse what they want to say, sentence by sentence. • Re-read what they have written to check it makes sense. • Proof-read writing to check for errors in spelling, grammar and punctuation. • Make simple additions, revisions and corrections to their own writing. • Discuss their writing with a peer or teacher, using the correct terminology. • Read aloud their writing with appropriate intonation to make the meaning clear. <p>Experiences</p> <ul style="list-style-type: none"> • Use the 'Transforming Writing' approach to planning writing opportunities. Ensure children do a 'cold write' at the start of a sequence of lessons, which is then used to identify gaps, personalise learning/closely match subsequent activities to meet the



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	<p>children's needs. Finish the teaching sequence with a 'warm write'.</p> <ul style="list-style-type: none"> • Ensure Talk for Writing strategies are embedded into the teaching elements of the 'Transforming Writing' approach e.g. provide model texts for the children to learn off by heart and use Talk for Writing strategies and games to encourage children to compose sentences orally before writing them. • Provide a range of real purposes and audiences for writing. • Use a range of exciting starting points for writing including ICT, to encourage positive attitudes towards writing. • Give children opportunities to capture ideas and plan for their own writing, through drama techniques, Talk for Writing, shared writing, reading and cross-curricular teaching. • Give children opportunities to build stamina for writing by ensuring children write daily, with at least one opportunity for an extended writing session each week (lasting at-least 30 minutes). • Use working walls to show ambitious examples of writing similar to that which they are writing and to record ideas, grammar, punctuation, vocabulary and spelling rules/guidelines. • Provide opportunities for children to read ambitious examples of writing similar to that which they are writing. • Demonstrate, through teacher modelling, shared writing and guided writing, the skills and processes children need for: Capturing ideas; planning; drafting; rereading to check meaning is clear; proof reading to check for errors in spelling, grammar and punctuation; and making simple additions, revisions and corrections to writing. • Ensure writing is taught ACROSS THE CURRICULUM - so, for example, that writing in Science, History, Geography, PSHE and RE is of the same standard as of that produced in English lessons. Through cross-curricular work, provide opportunities for children to write about a range of different countries, cultures, traditions, religions and beliefs, demonstrating mutual respect and tolerance in their own writing. • Introduce children to a range of non-fiction books that are structured in different ways. • Display final handwritten and/or typed copies of children's masterpieces.
<p>Vocabulary, grammar and punctuation</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Write sentences, with different forms: statement, question, exclamation and command. • Write sentences with coordinating clauses using and, but, so, or. • Write sentences with subordinating clauses using when, if, that or because. • Use expanded noun phrases to describe and specify (e.g. the blue butterfly or the man in the moon).



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	<ul style="list-style-type: none"> • Use capital letters, full stops, exclamation marks, question marks, commas in lists, apostrophes for contracted forms and apostrophes for possession (singular nouns only). <p>Experiences</p> <ul style="list-style-type: none"> • Give children the opportunity to use the correct terminology (e.g. statement, question, exclamation, command, noun, noun phrase, adjective, verb, tense (past and present), apostrophe, comma, prefix, suffix, compound word). • Focus on grammar within the teaching of reading, writing and speaking. • Play grammar games (Jumpstart games and activities, Espresso, Education City etc.). • Provide opportunities for children to note where grammatical concepts are used by others. • Encourage children to use correct terminology (see above), when discussing their own writing or that of their peers. • Use Talk for Writing to encourage the transference of complex language in speech to writing.
<p>Spelling</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Revise and apply spelling rules and guidelines taught in Year 1. • Spell all the next 200 high frequency words correctly, including tricky 'red' words (also see common exception words for Year 2 in Year 2 Spelling Appendix). • Segment spoken words into phonemes and represent these using the correct graphemes with increasing accuracy, including for words of two or more syllables. • Spell words ending in tion (e.g. station, fiction, national). • Spell words with the sound /dʒ/ represented by ge or dge (e.g. huge, charge, change or badge, edge, bridge). • Know when the sound /dʒ/ is represented by g or j in other positions within a word e.g. magic, giant or adjust, join. • Spell words with the sound /s/ spelt c before e, i and y (e.g. race, city, fancy). • Spell words with the /n/ sound represented by kn (e.g. knock, know, knee or gn e.g. gnat, gnaw). • Spell words with the /r/sound represented by wr (e.g. write, wrong, wrap). • Spell words with the /l/ or /əl/sound spelt: <ul style="list-style-type: none"> -le at the end of words (e.g. little, apple, table); -el at the end of words (e.g. camel, squirrel, travel); and -al at the end of words (e.g. metal, pedal, animal). • Spell words ending in the grapheme il (e.g. pencil, fossil, nostril).



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- Spell words with the /aɪ/ sound spelt using -y at the end of words (e.g. July, fly, cry).
- Spell regular plural nouns ending in s and es and add es to nouns and verbs ending in y (e.g. babies, flies, carries).
- Apply different rules for adding suffixes ed, ing, er and est and y to different root words (see Year 2 Spelling Appendix).
- Spell words with the sound /ɔ:/ ('or') spelt using al or all (e.g. always, walk, ball) or spelt ar after w (e.g. war, warm, towards).
- Spell words with the sound /ʌ/ sound spelt with an o (e.g. other, Monday, nothing).
- Spell words with the /i:/ sound spelt -ey (e.g. key, donkey, chimney).
- Spell words with the /ɒ/ ('o') sound spelt using a after w or qu (e.g. want, watch, wander or quantity and squash).
- Form nouns using suffixes (e.g. ness or er and by compounding e.g. whiteboard or superman).
- Form adjectives using the suffixes ful, less, er and est.
- Use the suffix ly to turn adjectives into adverbs.
- Spell words with contracted forms (e.g. can't, didn't, hasn't, couldn't, I'll).
- Distinguish between homophones and near homophones (e.g. there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, to/too/two, be/bee, blue/blew and night/knight).
- Spell singular nouns using the possessive apostrophe (e.g. Megan's, the child's, the man's).
- Apply other spelling rules and guidelines taught (see Year 2 Spelling Appendix).

Experiences

- Daily teaching of RWI phonics, ensuring that children are shown how to segment words into individual phonemes and then how to represent the phonemes by appropriate graphemes.
- Once the RWI phonics programme is completed, daily teaching of the Year 2 spelling rules and guidelines, outlined in the Year 2 Spelling Appendix.
- Promote the 'Spelling Passport' by testing children on their word banks regularly and celebrating children's achievements.
- Play games daily to help children learn Year 2 spelling rules and guidelines and to learn common exception words.
- Provide links between reading/writing and spellings, so that children can read back words they have spelt and vica versa.
- Correct misspellings of words that children have been taught in their own writing.
- Use misspellings of other words (e.g. high frequency or topic words) as an opportunity to teach children about correct spellings.
- Provide dictated sentences that include words taught so far to give children opportunities to apply their learning.



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Handwriting	Knowledge and Skills <ul style="list-style-type: none">• Form lower-case letters of the correct size relative to one another.• Begin to use diagonal and horizontal strokes needed to join letters.• 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. Experiences <ul style="list-style-type: none">• Provide correct size of writing implement.• Practise and revise correct letter formation before teaching the four different diagonal and horizontal joins.• Daily, direct teaching of each of the four different joins for joined writing.• Specific teaching to meet children's needs, for example if they are left handed.• Clear expectations for handwriting ACROSS THE CURRICULUM.
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