

English

Reading

- Your child will work on increasing their fluency using their phonics knowledge (knowledge of how sounds relate to letters).

Reading Comprehension

Fluency isn't everything! Children must also understand what they are reading and what is being read to them.

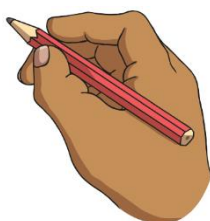
- Children in year 2 will listen to, discuss and give their own thoughts and opinions on a range of books including stories, non-fiction text and a wide range of poetry at a level beyond their own reading ability.
- Whilst reading independently, your child may be asked to check that their reading makes sense, make predictions about the type of book they are reading or the characters within it, answer and ask questions about their reading and make inferences. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Your child might also be asked to sequence events within a book and retell traditional and fairy stories with more detail.
- Looking at the structure of different non-fiction texts such as non-chronological reports and instructional texts helps children to use the correct structure in their own writing.
- Reading will help to extend children's vocabulary and your child may be asked to recite poems expressively, off by heart.


Writing and Spelling

- Your child's knowledge of graphemes (written form of sounds) will be building and they will be using these to spell words, eg. n-igh-t, b-r-ea-k or ch-a-m-p.
- Trickier words known as homophones may be taught in order for children to be aware that words can sound the same but have different spelling, e.g. knew and new.
- Spelling of trickier contracted words (shortened forms) such as 'we've', 'they'll', 'they've' might be taught with children learning how to use the possessive apostrophe e.g. the boy's bag (the bag belonging to the boy) or Lewis' pencils (if the word ends in an 's', the apostrophe follows it or sometimes an additional 's' is added e.g. Lewis's pencils).
- Suffixes can be a letter or groups of letters added to the end of the word to change its meaning, such as: -ness, -ful, -ment, -ly and -less.
- Your child may learn how to add these suffixes to words and understand how adding can change the meaning of a word completely.

Handwriting

- Falling into bad habits with pencil grips can be a hard thing to correct later on, so it's best to start as we mean to go on and ensure your child is using the 'froggy fingers' pencil grip to ensure comfort and accuracy.



- 
- Children will continue to work on forming lower case letters correctly, making sure they are all of a similar size and spacing between words is good too (this is the same case for capital letters and numbers). Your child may have already started in Year 1, but most children begin being taught how to join up in Year 2.

Writing - Composition

- Children will write a range of stories, non-fiction and poetry throughout the year.
- Generally, Year 2 children are encouraged to sustain writing for longer periods of time in comparison to Year 1.
- Before writing, children are reminded to plan what they will write in their head first so that their writing makes sense.

Writing - Vocabulary, Grammar and Punctuation

- Your child will begin to learn how two words can be put together to create a new word, e.g. play + ground = playground or foot + ball = football, these are known as compound words.
- In Year 2, children are generally encouraged to use more adverbs (describe the verb), by adding the suffix 'ly' to certain words, e.g. slow-ly, quick-ly, patient-ly.
- They may learn different ways of joining ideas together to make longer, more detailed sentences using words such as when, if, because, or, and, but.
- Your child may work on changing tenses and writing in a specific tense and consistent use of punctuation.