

## Changes to the English Curriculum: Year 2

### At a glance

How does the new curriculum compare to the Primary Framework (2006)?

What's gone?	What's been added?
<ul style="list-style-type: none"> <li>• Specific mention of groupwork and discussion</li> <li>• Use of syntax &amp; context for reading unfamiliar vocabulary</li> <li>• Use of different presentational features</li> <li>• Word processing</li> </ul>	<ul style="list-style-type: none"> <li>• Sooner use of phonics without overt blending</li> <li>• Contemporary &amp; classic poetry</li> <li>• Reciting poetry</li> <li>• Evaluating &amp; proof-reading own writing</li> <li>• Increased use of subordination</li> <li>• Higher expectations of spelling, including from dictation</li> <li>• Required introduction of joined writing</li> </ul>

### In detail

This section displays the objectives of the old National Curriculum organised according to the QCA units published from 2000 against the new objectives in the 2014 Primary Curriculum

Red indicates no longer required in Year 2; content now covered in Year 1; green content is new to Year 2

Speaking & Listening	
The National Curriculum objectives for Spoken Language are generic across Key Stages 1 and 2	
speak with clarity and use intonation when reading and reciting texts	select and use appropriate registers for effective communication
tell real and imagined stories using the conventions of familiar story language	<i>Reading objective: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</i>
explain ideas and processes using language and gesture appropriately	give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings.
listen to others in class, ask relevant questions and follow instructions	listen and respond appropriately to adults and their peers
listen to talk by an adult, remember some specific points and identify what they have learned	listen and respond appropriately to adults and their peers
respond to presentations by describing characters, repeating some highlight and commenting constructively	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement	No specific mention of group work
work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on	No specific mention of group work
listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member	No specific mention of group work <i>(Reading criterion: 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)</i>
adopt appropriate roles in small or large groups and consider alternative courses of action	No specific mention of group work
present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class	participate in discussions, presentations, performances, roleplay/improvisations and debates
consider how mood and atmosphere are created in live or recorded performance	

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<b>Reading: Word reading skills &amp; strategies</b>	
recognise less common digraphs and trigraphs, exploring word families	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read words containing common suffixes
routinely apply phonic knowledge for reading unknown or difficult words	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
use syntax, context and word structure when reading for meaning	<b>No longer mentioned</b>
use knowledge of word structure to support reading, including polysyllabic words	read accurately words of two or more syllables that contain the same graphemes as above
	read further common exception words, noting unusual correspondence 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.

<b>Reading: Understanding &amp; Interpreting Texts ; Engaging with reading</b>	
draw together ideas and information from across a whole text, using simple signposts in the text	discussing the sequence of events in books and how items of information are related
give some reasons for why things happen or characters change	making inferences on the basis of what is being said and done answering and asking questions
explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points	being introduced to non-fiction books that are structured in different ways
explore how particular words are used, including words and expressions with similar meanings	discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
read whole books on their own, choosing and justifying selections	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
engage with books through exploring and enacting interpretations	develop pleasure in reading, motivation to read, vocabulary and understanding
explain their reactions to texts, commenting on important aspects	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
	a wide range of contemporary and classic poetry, stories and non-fiction
	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

<b>Writing: Create &amp; Shape Texts; Text Structure &amp; Organisation</b>	
draw on knowledge and experience of texts in deciding and planning what and how to write	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
sustain form in narrative, including use of person and time	Learn to use the present and past tenses correctly and consistently including the progressive form
maintain consistency in non-narrative, including purpose and tense	
make adventurous word and language choices appropriate to style and purpose of text	writing down ideas and/or key words, including new vocabulary
select from different presentational features to suit particular writing purposes on paper and on screen	<b>No longer required</b>
use planning to establish clear sections for writing	See first box above
use appropriate language to make sections hang together	
	writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes
	make simple additions, revisions and corrections to their own writing by: -evaluating their writing with the teacher and other pupils -rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

<b>Writing: Sentence Structures</b>	
write simple and compound sentences and begin to use subordination in relation to time and reason	Learn to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
use tense consistently (present, past and imperative)	Learn to use the present and past tenses correctly and consistently <b>including the progressive form</b>
use question marks and use commas to separate items in a list	learning how to use both familiar and new punctuation correctly (see English <a href="#">Appendix 2</a> ), including full stops, capital letters, exclamation marks, question marks, commas for lists <b>and apostrophes for contracted forms and the possessive</b>

<b>Writing: Word Structure &amp; Spelling</b>	
spell new words using phonics and a range of self-checking strategies	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
spell correctly common inflections, including plurals, tenses (-ing, -ed), words with double letters and common prefixes	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
	learning to spell common exception words
	learning to spell more words with contracted forms
	learning the possessive apostrophe (singular)
	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
	See also, the substantial <a href="#">Spelling Appendix document</a>

<b>Writing: Presentation</b>	
write legibly, with ascenders and descenders distinguished	Moved to Y1
use upper and lower case letters appropriately within words	write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
word process short narrative and non-narrative texts	<b>No longer required</b>
	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
	use spacing between words that reflects the size of the letters.

