



Boreham Primary School

English Curriculum



Year 2		
Speaking and Listening <ul style="list-style-type: none">I can articulate and justify answersI can use spoken language to develop understandingI can initiate and respond to commentsI can sequence and retell a variety of textsI can perform and share my writing		
Reading		
<ul style="list-style-type: none">Word RecognitionI can continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluentI can read accurately by blending the sounds in words that contain the graphemes I have been taught so far, especially recognising alternative sounds for graphemesI can read accurately words of two or more syllables that contain graphemes I have been taught so farI can read words containing common suffixesI can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the wordI can read most words quickly and accurately when they have been frequently encounteredI can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately and automaticallyI can re-read books to build up my fluency and confidence in word reading	<ul style="list-style-type: none">ComprehensionI can develop pleasure in reading, motivation to read, vocabulary and understandingI can discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independentlyI can discuss the sequence of events in books and how items of information are relatedI become increasingly familiar with and can retell a wider range of stories, fairy stories and traditional talesI can read non-fiction books that are structured in different waysI can recognise simple recurring literary language in stories and poetryI can discuss and clarify the meanings of words, linking new meanings to known vocabularyI can discuss my favourite words and phrasesI can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clearI can understand both the books that I can already read accurately and fluently and those that I listen to by drawing on what I already know or on background information and vocabulary provided by the teacherI can check that the text makes sense as I read and correct inaccurate readingI can make inferences on the basis of what is being said and doneI can answer and ask questionsI can sequence events in texts and predict what might happen nextI can analyse the features of different text typesI can participate in discussion about books, poems and other works that are read to me and those that I can read independently, taking turns and listening to what others sayI can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read independently.	
Year 2		
Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling
<ul style="list-style-type: none">I can write sentences by saying out loud what I am going to write about using the ‘think it, say it, write it, check it’ method.I can write narratives about personal experiences and those of others (real and fictional)I can write about real events recording these simply and clearlyI can write poetryI can plan my writing, noting ideas, key words, new vocabulary	<ul style="list-style-type: none">I can continue to use full stops, capital letters, exclamation marks and question marks accurately.I can use commas to separate items in a listI can use apostrophes for contracted forms	<ul style="list-style-type: none">SpellingI can segment spoken words into phonemes and represent these by graphemes.I can spell compound wordsI can spell multi-syllabic wordsI can spell words using silent lettersI can spell common exception words from the year 2 spelling listI can use apostrophes to spell common contractions (eg. don’t, won’t, I’ll, I’m)



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<ul style="list-style-type: none">• I can use more ambitious vocabulary in my writing• I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils• I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]• I can read aloud what I have written with appropriate intonation to make the meaning clear• I can evaluate my own and other's writing	<ul style="list-style-type: none">• I can use apostrophes for singular possession eg. the girl's book• I can recognise, write and punctuate statements correctly.• I can recognise, write and punctuate questions correctly.• I can recognise, write and punctuate exclamations correctly.• I can recognise, write and punctuate commands correctly.• I can use adjectives to form expanded noun phrases to describe and specify [for example, the blue butterfly]• I can use adverbs• I can use the present and past tenses correctly and consistently including the progressive form• I can use co-ordinating conjunctions (eg or, and, but, so)• I can use subordinating conjunctions (eg when, if, that, because)	<ul style="list-style-type: none">• I can use apostrophes for singular possession eg. the girl's book• I can spell homophones and near homophones (there/their/they're• I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly• I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting</p> <ul style="list-style-type: none">• I can form lower-case letters of the correct size relative to one another• I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters• I can use spacing between words that reflects the size of the letters.• I can 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
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