

ENGLISH - CP / YEAR 2

SPOKEN LANGUAGE

		P1	P2	P3	P4	P5	P6
Physical	Start to use gestures to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them						
	Show body language associated with careful listening						
Linguistic	Adapt how they speak in different situations according to the audience						
	Use sentence stems to signal when they are building on or challenging others' ideas						
	Mostly speak in grammatically correct sentences						
Cognitive	Ask questions to find out more about a subject						
	Build on others' ideas in discussions						
	Make connections between what has been said and their own and others' experiences						
	Answer using clear sentences						
Social Emotional	Develop an awareness of the audience e.g. what might interest a certain group						
	Awareness of others who have not spoken and to invite them into discussion						
	Confident delivery of short pre-prepared material						

P1	Sep-Oct	P2	Nov-Dec
P3	Jan-Feb	P4	Mar-Apr
P5	Apr-May	P6	Jun-Jul

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READING

AT OUR SCHOOL, AS WITH ALL SUBJECTS, WE VIEW LITERACY AS A BRIDGE BETWEEN LANGUAGES RATHER THAN TWO SEPARATE TASKS. IN YEAR 2, STUDENTS DON'T 'RE-LEARN' HOW TO READ IN ENGLISH; INSTEAD, THEY TRANSFER THE FOUNDATIONAL DECODING SKILLS THEY HAVE ALREADY MASTERED IN FRENCH. DECODING AND FLUENCY IS INTRODUCED INDIVIDUALLY ONCE A CHILD'S FRENCH READING IS WELL-ESTABLISHED. THIS ALLOWS EACH STUDENT TO PROGRESS AT THEIR OWN NATURAL PACE. FOR STUDENTS WHO JOIN US ALREADY READING IN ENGLISH, THIS PROCESS IS SIMPLY REVERSED. BY FOCUSING ON BOTH THE TRANSFER OF SKILLS AND LANGUAGE-SPECIFIC PHONICS, WE ENSURE THAT EVERY CHILD BUILDS CONFIDENCE AND FLUENCY IN BOTH LANGUAGES.

		P1	P2	P3	P4	P5	P6
Range of reading	Listen to and discuss a wide range of poems, stories and non-fiction						
Familiarity with texts	To be encouraged to link what they hear to their own experiences						
	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics						
	Recognise and join in with predictable phrases						
Poetry and performance	Learn to appreciate rhymes and poems, and to recite some by heart						
Vocabulary	Discuss favourite words and phrases						
	Introduce and discuss words within the context of a text, linking new meanings to known vocabulary						
	Discuss word meanings, linking new meanings to those already known						
Sequence and summarise	Explain clearly their understanding of what is read to them						
	Identify and discuss the main events in stories						
	Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors						
	Sequence and discuss the main events in stories and recounts						

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READING

		P1	P2	P3	P4	P5	P6
Retrieve	Explain clearly understanding of what is read to them						
	Develop and demonstrate understanding of characters and events through role play and drama, drawing on language from the text						
	Identify and discuss the main characters in stories						
	Demonstrate understanding of texts by answering questions related to who, what, where						
	Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram						
	Recall specific information in fiction and non-fiction texts						
	Discuss the title and how it relates to the events in the whole story						
	Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions						
	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text						
	Read a range of non-fiction texts which are structured in different ways						
Inference	Make basic inferences about what is being said and done						
	Give opinions and support with reasons e.g. I like the Little Red Hen because...						
	Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions						
	Make inferences about characters and events using evidence from the text e.g. what is the character thinking and feeling?						
	Explain and discuss their understanding, giving opinions and support with reasons e.g. Hansel was clever when he put stones in his pocket because...						
Prediction	Make predictions based on what has been read so far						

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ORAL GRAMMAR

		P1	P2	P3	P4	P5	P6
Word structure	Use determiners/generalisers: <i>most, some, all, many, much, more</i>						
	Understand how to form compound nouns: - noun + noun (<i>football</i>) - adjective + noun (<i>whiteboard</i>)						
	Recognise and use alliteration (verb + noun) e.g. <i>dancing dandelions, hiding hyenas</i>						
	Understand the formation of adjectives using suffixes such as -ful, -less						
	Move from generic nouns to specific nouns						
	Use similes e.g. "like": <i>...like hot chilies... ...cold like a glacier</i>						
	Understand how to form nouns using suffixes such as -ness, -er						
	Add "-ly" to an adjective to make an adverb						
	Form comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est"						
	Recognise and use onomatopoeia						
	Understands what are Homophones						
	Use suffixes -er and -est to form comparisons of adjectives and adverb						
Punctuation	Identify and orally use capital letters, full stops, question marks and exclamation marks to demarcate sentences						
	Understand apostrophes of omission and contractions words in a sentence						
Understand the following terminology: - adverb - verb, tense (past, present) - suffix, word family, prefix - apostrophe, comma - conjunction, adverb, preposition - direct speech, inverted commas (or "speech marks") - clause, subordinate clause							

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ORAL GRAMMAR

		P1	P2	P3	P4	P5	P6
Sentence structure	Form simple past tense by adding “-ed”						
	Use expanded noun phrases for description and specification						
	Use apostrophes of omission						
	Express time and cause using conjunctions (e.g. when, so, before, after, while, because)						
	Use adverbs						
	Use the prepositional phrases: <i>behind, above, along, before, between, after</i>						
	Use commas to separate lists						
	Use first, second and third person with subject-verb agreement						
	Use simple present tense, showing subject-verb agreement						
	Form sentences that tell you when, where and what happened in a story						
	Use prepositions and temporal connectives						
	Form sentences with different forms: statement, question, exclamation, command						
	Use coordinating conjunctions to create a compound sentence: <i>or, and, but</i>						
	Use past continuous (progressive) tense						
	Use subordinate conjunctions to create a complex sentence: <i>when, if, that</i>						
	Form commands, using the imperative form of a verb						

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ORAL GRAMMAR

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Text structure/ Oral cohesion	Consistently use present tense and past tense throughout a presentation when either story telling, giving a description or giving a factual recount						
	<i>Use of the continuous form of verbs in the present and past tense to mark actions in progress</i>						
	Can compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures						
	Can organise paragraphs around a theme when giving a presentation – retelling/ recalling information						
	Can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition						
	Can begin to suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences						
	Can use appropriate intonation and tone to signpost the punctuation and other grammatical structures						
	Can evaluate my presentation stating what is good and what needs improvement						
Can use dialogue to portray what a character is thinking/ feeling and saying – thought tapping and other role play activities							