



***Read Write Inc. Phonics* is closely matched to the National Curriculum in England 2014
Year 2**

(Also use this grid for children who need to catch up in Years 3–4.)

Training is vital to ensure your children get the best results using all the *Read Write Inc.* programmes. It is provided by Ruth Miskin Training. See: www.ruthmiskintraining.com

National Curriculum English programmes of study: Spoken language Years 1–6

National Curriculum English programmes of study	Read Write Inc. Phonics – reading	Read Write Inc. Phonics – writing
Spoken language [for Years 1–6] <i>Pupils should be taught to:</i>	These skills are embedded throughout the lessons: listening closely to the teacher, talking with and listening to a partner. When children Turn to your partner (TTYP) to discuss questions, they are encouraged to listen attentively and respond appropriately.	
<i>‘Listen and respond appropriately to adults and their peers.’</i>	Throughout	
<i>‘Ask relevant questions to extend their understanding and knowledge.’</i>	Throughout	
<i>‘Use relevant strategies to build their vocabulary.’</i>	Throughout	
<i>‘Articulate and justify answers, arguments and opinions.’</i>	Throughout	
<i>‘Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.’</i>	Throughout	
<i>‘Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.’</i>	Throughout	
<i>‘Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.’</i>	Throughout	
<i>‘Speak audibly and fluently with an increasing command of Standard English.’</i>	Throughout	
<i>‘Participate in discussions, presentations, performances, role play, improvisations and debates.’</i>	Throughout	
<i>‘Gain, maintain and monitor the interest of the listener(s).’</i>	Throughout	
<i>‘Consider and evaluate different viewpoints, attending to and building on the contributions of others.’</i>	Throughout	
<i>‘Select and use appropriate registers for effective communication.’</i>	Throughout	

National Curriculum English programmes of study: Year 2

National Curriculum English programmes of study: Year 2	Read Write Inc. Phonics – reading	Read Write Inc. Phonics – writing
Reading – word reading <i>Pupils should be taught to:</i>	All the skills below are covered through the reading of the carefully-levelled fiction and non-fiction books in the programme.	
<i>‘Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.’</i>	Throughout	
<i>‘Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.’</i>	<p style="text-align: center;">Throughout</p> <p>The <i>Read Write Inc Phonics</i> Speed Sounds lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <p>The sounds are taught in this order:</p> <ul style="list-style-type: none"> * Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / sh th z ch qu x ng nk * Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy * Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure e. <p>The Speed Sounds are taught using cards and are the key focus sounds that children learn.</p> <p>As children move up the levels, more unusual sound-letter correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart, e.g. aigh is not taught using a sound card but as an alternative to the more common spelling 'ay'.</p>	

	Children's ability to decode unfamiliar words is assessed using the Nonsense Word Cards (see the <i>Read Write Inc. Phonics Online</i> subscription on Oxford Owl) in the Speed Sounds lessons.	
<i>'Read accurately words of two or more syllables that contain the same graphemes as above.'</i>	Throughout, particularly in the Story Green Words from Purple Level onwards.	
<i>'Read words containing common suffixes.'</i>	Throughout, particularly in the Story Green Words from Red Ditty Level onwards.	
<i>'Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.'</i>	<p>The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme) using the Red Word Cards.</p> <p>Children note the unusual correspondences between spelling and sounds in these words (and these are circled on the Red Word Cards).</p> <p>Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the 'Write About' activities for each <i>Storybook</i>, children will use a range of Red Words in their writing compositions.</p>	
<i>'Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.'</i>	<p>Common words, which are called Speedy Green Words in <i>Read Write Inc. Phonics</i>, are practised throughout.</p> <p>In daily Speed Sounds lessons, children learn to read previously taught words quickly and accurately without overt sounding out and blending.</p> <p>Reading quickly and accurately, without overt sounding and blending, forms part of the regular assessment from Purple Level onwards.</p>	
<i>'Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.'</i>	Throughout. The <i>Storybooks</i> follow a careful progression to ensure that children are never asked to read a book that is beyond their phonic knowledge.	
<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>	Throughout. Children read each <i>Storybook</i> three times. On the first read, children focus on accurate word reading; the second, on	

	developing fluency; and the third, on comprehension. Fluency and comprehension increase with each repeated reading.	
Reading – comprehension <i>Pupils should be taught to:</i>		
<p><i>‘Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> <i>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</i> 	<p>Each <i>Storybook</i> has ‘Questions to talk about’ which include ‘Have a think’ questions. These questions require children to discuss and express their views about the texts and opinions while listening to others.</p> <p>In <i>Storytime</i> and <i>Poetry Time</i> sessions – see the <i>Read Write Inc. Phonics Online</i> subscription on Oxford Owl:</p> <ul style="list-style-type: none"> There are twelve poems and twelve traditional tales. Each story or poem can be read aloud in a session and there are accompanying teaching notes with activities. These give children access to fiction and poetry at a level beyond that at which they can read independently. Children are encouraged to express their views about the literature they listen to. <p>In the ‘Talk Through Stories’* programme, children develop a deep familiarity with the story read to them over the course of a week. The stories begin with classic picture books and then move onto more recent literature.</p>	
<ul style="list-style-type: none"> <i>Discussing the sequence of events in books and how items of information are related.</i> 	<p>In <i>Storytime</i> (on the <i>Read Write Inc. Phonics Online</i> subscription on Oxford Owl) and at the end of each Book Bag Book children recall the sequence of stories using picture prompts.</p>	

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	<p>Activities in the 'Talk Through Stories'* programme ask children to recall what they have heard in the stories that are read to them.</p>	
<ul style="list-style-type: none"> • <i>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</i> 	<p>The 75 <i>Core Storybooks</i> from Green Level onwards provide a diverse and varied range of stories including many traditional tales.</p> <p>Further stories, including traditional tales, may also be read through the 60 <i>More Storybooks</i> and 75 <i>Book Bag Books</i> from Green to Grey Level.</p> <p>The varied <i>Storybook</i> activities ensure children become familiar with a wide range of stories, and this includes retelling them. For example, children retell stories using picture prompts on the interactive resources for the <i>Core Storybooks</i> and <i>More Storybooks</i>.</p>	
<ul style="list-style-type: none"> • <i>Being introduced to non-fiction books that are structured in different ways.</i> 	<p>There are 35 non-fiction books in the <i>Read Write Inc. Phonics</i> programme covering a wide range of topics. Children are introduced to at least two non-fiction books (and up to five) per level and look at the difference in structure compared to the <i>Storybooks</i> during class discussions.</p> <p>There are also corresponding non-fiction <i>Book Bag Books</i>.</p>	
<ul style="list-style-type: none"> • <i>Recognising simple recurring literary language in stories and poetry.</i> 	<p>Children are taught to recognise simple recurring literary language (such as alliteration, simple figurative language, repeated phrases and similes) in stories and poetry in <i>Storytime</i> and <i>Poetry Time</i> on the <i>Read Write Inc. Phonics Online</i> subscription on Oxford Owl.</p>	

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	In the 'Talk Through Stories'* vocabulary time sessions, children recognise simple recurring literary language in stories and poetry in activities such as 'Agree or not?' and 'What's the word?'.	
<ul style="list-style-type: none"> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i> 	Throughout. In particular, the Vocabulary check words, which are provided online (in the Storybook activities on the <i>Read Write Inc. Phonics Online</i> subscription on Oxford Owl) with an image in Green–Orange Levels and in the Story/non-fiction books in Yellow–Grey Levels.	There are also Vocabulary activities in the <i>Get Writing!</i> Books Yellow–Grey Levels.
<ul style="list-style-type: none"> • <i>Discussing their favourite words and phrases.</i> 	During both the <i>Storybook</i> lessons and the <i>Storytime</i> lessons (on the <i>Read Write Inc. Phonics Online</i> subscription on Oxford Owl), children are taught to engage with texts for enjoyment. They share ideas and opinions about the stories together as a group. This can include discussing their favourite words and phrases.	From Yellow Level onwards, children make a note of their favourite nouns, verbs and adjectives for use in their own writing in their <i>Get Writing!</i> Books.
<ul style="list-style-type: none"> • <i>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.'</i> 	The <i>Poetry Time</i> lessons (on the <i>Read Write Inc. Phonics Online</i> subscription on Oxford Owl) encourage children to learn sections of poems by heart. They complete lines and phrases to learn sections of the poems.	
<p>'Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i> 	Throughout. For example, on Day 1 of each <i>Storybook</i> , the teacher will give a Story Introduction and will check new vocabulary through the Story Green Words activity.	
<ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading.</i> 	Throughout. Children read each <i>Storybook</i> three times. On the first read, children focus on accurate word reading; the second, on developing fluency; and the third, on comprehension.	

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<ul style="list-style-type: none"> • <i>Making inferences on the basis of what is being said and done.</i> 	<p>Children use their developing inference skills to answer the ‘Questions to talk about’ at the back of each <i>Storybook</i> and the ‘Questions to read and answer’ in the <i>Storybooks</i> at Yellow, Blue and Grey Levels.</p> <p>After listening to the narratives in <i>Storytime</i> (on the <i>Read Write Inc. Phonics Online</i> subscription on Oxford Owl), children are given questions to talk about. The questions require children to ‘find’ and ‘prove’ the answers referring to the story. Children develop their inference skills by connecting the meaning of what is being said and done to answer the questions.</p> <p>In the ‘Talk Through Stories’* programme, children develop a deep familiarity with the story read to them over the course of a week, which ensures they can answer questions that require inference skills.</p>	
<ul style="list-style-type: none"> • <i>Answering and asking questions.</i> 	<p>In the ‘Questions to talk about’ and in the ‘Questions to read and answer’ in the <i>Storybooks</i> at Yellow, Blue and Grey Levels, children answer a range of questions to check their understanding.</p> <p>Throughout the programme, children are encouraged to ask questions to extend their own and others’ knowledge. This is particularly the case in ‘Turn to your partner’ activities.</p>	
<ul style="list-style-type: none"> • <i>Predicting what might happen on the basis of what has been read so far.’</i> 	<p>For each <i>Storybook</i>, after the Story Introduction, children are asked to predict the outcome of the story.</p> <p>Through the <i>Storybook</i> activities, children discuss</p>	

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	and compare key moments in the story. The 'Questions to talk about' include inference-style questions where children are asked to make predictions.	
<i>'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>	Talk and discussion is encouraged throughout the programme, both about books that the children read themselves, and those that they listen to. The 'Turn to your partner' activity is used throughout the programme for children to discuss their personal opinions and perspectives of the books they have read. Children learn to understand and value the perspective and opinions of their partner, which may differ from their own.	
<i>'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'</i>	Each <i>Storybook</i> has 'Questions to talk about' which include 'Have a think' questions. These questions require inference and deduction skills and children are asked to justify their answers and opinions while listening to others. In the 'Talk Through Stories'* programme, children engage in a range of activities that ask them to respond to stories and show their understanding to the group. Example activities include 'Freeze frame' and 'Nice or not nice?'.	
Writing – transcription <i>Pupils should be taught to:</i>		
<i>'Spell by:</i> <ul style="list-style-type: none"> <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> 		The key spelling activities are: <ul style="list-style-type: none"> - Red rhythms – spelling Red Words (Yellow–Grey Levels) - Fred fingers – spelling Green Words - Hold a sentence 1 and 2 - Build a sentence (writing in Yellow–Grey Levels only) - Spell check (Yellow–Grey Levels) - Spell test (Yellow–Grey Levels) - Write About - Children spell the words they have read every day in 'Word Time – spelling', which is part of the Speed Sounds lesson.

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		Children also check spellings in the following activities: <ul style="list-style-type: none"> - Proofread - Partner proofread (Yellow–Grey Levels)
<ul style="list-style-type: none"> • <i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i> 	<p>Every <i>Core Storybook</i> and <i>More Storybook</i> contain a ‘Speed Sounds’ page with alternative spellings of taught consonant phonemes from Yellow Level, e.g. c / k / ck and f / ff / ph and j / g / ge.</p> <p>These are also included on the <i>Read Write Inc. Phonics Complex Speed Sounds Poster</i>.</p>	<p>Spelling with Fred Fingers is used to spell Green Words throughout.</p> <p>From Set 3, this includes alternative spellings.</p> <p>Children read the words they have read every day in ‘Word Time – spelling’. This is part of the Speed Sounds lesson. They spell words which are the ‘same sound, different spelling’ as well as reviewing previously taught words.</p> <p>[Homophones are covered in the <i>Read Write Inc. Spelling programme</i>.]</p>
<ul style="list-style-type: none"> • <i>Learning to spell common exception words</i> 	<p>The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme).</p> <p>Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the ‘Write About’ activities for each <i>Storybook</i>, children will use a range of Red Words in their writing compositions.</p>	
<ul style="list-style-type: none"> • <i>Learning to spell more words with contracted forms</i> 	Throughout	Children are taught to spell words with contracted forms in the Grammar activities for: <ul style="list-style-type: none"> • Yellow Storybook 2 <i>Off sick</i> • Blue Storybook 9 <i>A box full of light</i>.
<ul style="list-style-type: none"> • <i>Learning the possessive apostrophe (singular) [for example, the girl’s book]</i> 		Children are taught about possessive apostrophes in the <i>Get Writing!</i> Grammar activities linked to Grey Storybook 5.
<ul style="list-style-type: none"> • <i>Distinguishing between homophones and near-homophones.’</i> 		[This is covered in the <i>Read Write Inc. Spelling programme</i>]
<ul style="list-style-type: none"> • <i>‘Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.’</i> 	Children read suffixes in the Story Green Words from Red Ditty Level onwards.	Children use words with suffixes where appropriate in their own writing after seeing them modelled by the teacher. They also learn about suffixes in Grammar and Spelling

		activities in the <i>Get Writing!</i> books. Fred Fingers are used to spell Green Words in both the Speed Sounds Lessons and in Yellow, Blue and Grey <i>Get Writing!</i> books. These words frequently have suffixes.
<i>'Apply spelling rules and guidance, as listed in English Appendix 1.'</i>		See Appendix 1: Spelling Year 2 below.
<i>'Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.'</i>		This skill is developed through the 'Hold a sentence' activity introduced at the beginning of the programme and practised throughout.
Writing – handwriting <i>Pupils should be taught to:</i>		
<i>'Form lower-case letters of the correct size relative to one another.'</i>		Children practise handwriting at each stage of learning to write. Guidance on teaching handwriting is provided in <i>Read Write Inc. Phonics Handbook 1</i> and <i>Handbook 2</i> and on the <i>Read Write Inc. Phonics Online</i> subscription on Oxford Owl.
<i>'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.'</i>		
<i>'Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.'</i>		
<i>'Use spacing between words that reflects the size of the letters.'</i>		
Writing – composition <i>Pupils should be taught to:</i>		
<i>'Develop positive attitudes towards and stamina for writing by:</i>		The <i>Get Writing!</i> 'Write About' activities ask children to write about the story they have just read and then write a new text each week. Children write a wide variety of texts including narratives about personal experiences and those of others (real and fictional), real events, poetry and writing for different purposes.
<ul style="list-style-type: none"> <i>Writing narratives about personal experiences and those of others (real and fictional).</i> 		
<ul style="list-style-type: none"> <i>Writing about real events.</i> 		
<ul style="list-style-type: none"> <i>Writing poetry.</i> 		
<ul style="list-style-type: none"> <i>Writing for different purposes.'</i> 		
<i>'Consider what they are going to write</i>		Children plan their 'Write About' activities in

<p><i>before beginning by:</i></p> <ul style="list-style-type: none"> • <i>Planning or saying out loud what they are going to write about.</i> 		<p>their <i>Get Writing!</i> Books before they start their writing.</p> <p>They often use planning sheets that ask them to sequence their ideas into a logical structure before writing.</p> <p>Children are also encouraged to say their sentences out loud before writing them down. This is modelled in 'Build a sentence' activities.</p>
<ul style="list-style-type: none"> • <i>Writing down ideas and/or key words, including new vocabulary.</i> 		<p>From Yellow Level onwards, children make a note of their favourite nouns, verbs and adjectives for use in their own writing.</p>
<ul style="list-style-type: none"> • <i>Encapsulating what they want to say, sentence by sentence.'</i> 		<p>Children learn to compose their own sentences, rehearsing orally first in the 'Build a sentence' activity.</p> <p>Then in the 'Write About' activities, the teacher models how to turn one of the child's ideas into a sentence by saying it out loud before they write it down. The teacher then asks children to follow the same process to write their own sentence.</p> <p>In Step 6 of each Write About, children repeat the process of orally composing then writing each sentence in order to build up a sequence of connected sentences.</p>
<p><i>'Make simple additions, revisions and corrections to their own writing by:</i></p> <ul style="list-style-type: none"> • <i>Evaluating their writing with the teacher and other pupils.</i> 		<p>Children give and receive feedback on their writing from their partner in 'Partner proofread' activities. They are then encouraged to incorporate their feedback when editing their writing.</p> <p>Teachers mark the children's writing after every lesson. This includes ticking interesting vocabulary and writing positive comments</p>

		about the children’s ideas, use of vocabulary and sentence structure. The children are then encouraged to incorporate this feedback into their future writing.
<ul style="list-style-type: none"> • <i>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</i> 		<p>Children are encouraged to re-read and edit their texts after receiving feedback.</p> <p>In the <i>Get Writing!</i> Books children are asked to identify verbs from Yellow Level onwards and to check they have been used consistently.</p>
<ul style="list-style-type: none"> • <i>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].’</i> 		In the ‘Partner proofread’ activity, children work together to evaluate each other’s writing compositions, checking for common errors in spelling, grammar and punctuation. They also proofread in the ‘Proofread – spelling and punctuation’ activity in <i>Get Writing!</i>
<i>‘Read aloud what they have written with appropriate intonation to make the meaning clear.’</i>		<p>Children read what they have written in the ‘Write About’ activities that accompany every <i>Storybook</i>.</p> <p>Children repeat aloud sentences they have written in the ‘Build a sentence’ and ‘Hold a sentence’ activities.</p>
Writing – vocabulary, grammar and punctuation		
<i>Pupils should be taught to:</i>		
<p><i>‘Develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <ul style="list-style-type: none"> • <i>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).’</i> 	After completing the Red Ditty Books, children are taught to recognise and understand the function of punctuation marks, first through mime.	<p>Once children can recognise and understand these punctuation marks, they are encouraged to use them in their own written work.</p> <p>Children are given prompts in the <i>Get Writing!</i> Books to check that they are using capital letters and correct punctuation such as full stops, question marks or exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p>
<p><i>‘Learn how to use:</i></p> <ul style="list-style-type: none"> • <i>Sentences with different forms:</i> 		Sentences with different forms (statement, question, exclamation, command) are taught

<p><i>statement, question, exclamation, command.</i></p>		<p>in:</p> <ul style="list-style-type: none"> • <i>Get Writing!</i> Yellow Level, Non-fiction 1, Grammar activity. • <i>Get Writing!</i> Yellow Level, Non-fiction 5, Grammar activity. • <i>Get Writing!</i> Blue Level, Non-fiction 3, Grammar activity. • <i>Get Writing!</i> Grey Level, Non-fiction 1, Grammar activity.
<ul style="list-style-type: none"> • <i>Expanded noun phrases to describe and specify [for example, the blue butterfly].</i> 		<p>Noun phrases are covered in:</p> <ul style="list-style-type: none"> • <i>Get Writing!</i> Blue Storybook 1, Grammar activity. • <i>Get Writing!</i> Blue Storybook 5, Grammar activity. • <i>Get Writing!</i> Blue Storybook 8, Grammar activity. • <i>Get Writing!</i> Grey Storybook 7, Grammar activity. • <i>Get Writing!</i> Grey Non-fiction 5, Grammar activity.
<ul style="list-style-type: none"> • <i>The present and past tenses correctly and consistently including the progressive form.</i> 		<p>Using the present and past tenses correctly including the progressive form is taught in:</p> <ul style="list-style-type: none"> • <i>Get Writing!</i> Grey Level, Storybook 2, Grammar activity. • <i>Get Writing!</i> Grey Level, Storybook 6, Grammar activity.
<ul style="list-style-type: none"> • <i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</i> 		<p>The Grammar activities in the Yellow, Blue and Grey <i>Get Writing!</i> Books focus on familiarising children with different grammatical structures and concepts. These include looking at the use of subordinating and co-ordinating conjunctions.</p>
<ul style="list-style-type: none"> • <i>The grammar for year 2 in English Appendix 2.</i> 		<p>See coverage for Appendix 2 below.</p>
<ul style="list-style-type: none"> • <i>Some features of written Standard English.'</i> 		<p>Throughout</p>

'Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.'

See coverage for Appendix 2 below.

National Curriculum English Appendix 1: Spelling Year 2

English Appendix 1: Spelling Year 2 content	Curriculum example words (from English - Appendix 1: Spelling)	Read Write Inc. Phonics - reading	Read Write Inc. Phonics - writing	(Read Write Inc. Spelling)
<i>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</i>	<i>badge, edge, bridge, dodge, fudge</i> <i>age, huge, change, charge, bulge, village</i> <i>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</i>	Taught as an alternative to Set 1 /j/ as part of the <i>Storybook</i> activities (from Green Level onwards).		Taught in Year 2A, Unit 10.
<i>The /s/ sound spelt c before e, i and y</i>	<i>race, ice, cell, city, fancy</i>	Taught as an alternative to Set 1 /s/ as part of the <i>Storybook</i> activities (at Grey Level).		Taught in Year 2A, Unit 2.
<i>The /n/ sound spelt kn and (less often) gn at the beginning of words</i>	<i>knock, know, knee, gnat, gnaw</i>	Taught as an alternative to Set 1 /n/ as part of the <i>Storybook</i> activities (from Pink Level onwards).		Taught in Year 2A, Unit 6.
<i>The /r/ sound spelt wr at the beginning of words</i>	<i>write, written, wrote, wrong, wrap</i>	Taught as an alternative to Set 1 /r/ as part of the <i>Storybook</i> activities (from Yellow Level onwards).		Taught in Year 2B, Unit 1.
<i>The /l/ or /əl/ sound spelt –le at the end of words</i>	<i>table, apple, bottle, little, middle</i>	Taught as an alternative to Set 1 /l/ as part of the <i>Storybook</i> activities (from Pink Level onwards).		Taught in Year 2B, Unit 8.
<i>The /l/ or /əl/ sound spelt –el at the end of words</i>	<i>camel, tunnel, squirrel, travel, towel, tinsel</i>			Taught in Year 2B, Unit 9.
<i>The /l/ or /əl/ sound spelt –al at the end of words</i>	<i>metal, pedal, capital, hospital, animal</i>			Taught in Year 2B, Unit 10.
<i>Words ending –il</i>	<i>pencil, fossil, nostril</i>			Taught in Year 2B, Special focus

				3.
<i>The /aɪ/ sound spelt –y at the end of words</i>	<i>cry, fly, dry, try, reply, July</i>	Taught as an alternative to Set 1 /igh/ as part of the <i>Storybook</i> activities (from Grey Level, <i>Storybook 6</i> onwards).		Taught in Year 2A, Unit 7.
<i>Adding –es to nouns and verbs ending in –y</i>	<i>flies, tries, replies, copies, babies, carries</i>			Taught in Year 2B, Unit 15.
<i>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</i>	<i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i>	Suffixes are read in the Story Green Words from Red Ditty Level onwards.	See Grammar activity for Yellow <i>Storybook 4 The gingerbread man</i> . Children will also use these forms where appropriate in their own writing after seeing them modelled by the teacher.	<i>–ed</i> Taught in Year 2A, Unit 13. <i>–ing</i> Taught in Year 2A, Unit 9. <i>–er and –est</i> Taught in Year 2B, Unit 2.
<i>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</i>	<i>hiking, hiked, hiker, nicer, nicest, shiny</i>	Suffixes are read in the Story Green Words from Red Ditty Level onwards.	See Grammar activity for Yellow <i>Storybook 4 The gingerbread man</i> . Children will also use these forms where appropriate in their own writing after seeing them modelled by the teacher.	<i>–ed</i> Taught in 2A, Unit 12. <i>–ing</i> Taught in Year 2A, Unit 9. <i>–er and –est</i> Taught in Unit 3.
<i>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</i>	<i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>	Suffixes are read in the Story Green Words from Red Ditty Level onwards.	See Grammar activity for Yellow <i>Storybook 4 The gingerbread man</i> . Children will also use these forms where appropriate in their own writing after seeing them modelled by the teacher.	<i>–ed</i> Taught in Year 2A, Unit 12. <i>–ing</i> Taught in Year 2A, Unit 8. <i>–er and –est</i> Taught in Year 2B, Unit 4.
<i>The /ɔ:/ sound spelt a before l and ll</i>	<i>all, ball, call, walk, talk, always</i>	Read from Red Ditty Level onwards.		Taught in Year 2A, Unit 1.
<i>The /ʌ/ sound spelt o</i>	<i>other, mother, brother,</i>	Read from Yellow Level,		Taught in Year 2A, Special focus

	<i>nothing, Monday</i>	Storybook 6 onwards.		6.
<i>The /i:/ sound spelt – ey</i>	<i>key, donkey, monkey, chimney, valley</i>			Taught in Year 2B, Unit 5.
<i>The /ɒ/ sound spelt a after w and qu</i>	<i>want, watch, wander, quantity, squash</i>			Taught in Year 2A, Unit 11.
<i>The sound spelt or after w /ɜ:/</i>	<i>word, work, worm, world, worth</i>			Taught in Year 2B, Special focus 5.
<i>The sound spelt ar after w /ɔ:/</i>	<i>war, warm, towards</i>			Taught in Year 2A, Special focus 6.
<i>The /z/ sound spelt s</i>	<i>television, treasure, usual</i>	Read from Grey Level, Storybook 10 onwards.		Taught in Year 2B, Special focus 3.
<i>The suffixes –ment, –ness, –ful, –less and –ly</i>	<i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</i> <i>merriment, happiness, plentiful, penniless, happily</i>	Suffixes are read in the Story Green Words from Red Ditty Level onwards.		<i>–ment</i> Taught in Year 2B, Unit 13. <i>–ness</i> Taught in Year 2B, Unit 6. <i>–ful</i> Taught in Year 2B, Unit 11. <i>–less</i> Taught in Year 2B, Unit 12. <i>–ly</i> Taught in Year 2A, Unit 5.
<i>Contractions</i>	<i>can't, didn't, hasn't, couldn't, it's, I'll</i>	Apostrophes to mark where letters are missing in spelling start to be introduced at Red Ditty Level (e.g. let's sing and let's swim).	Taught in <i>Get Writing!</i> Yellow Level, Storybook 1, Grammar activity.	Taught in Year 2A, Special focus 5. Taught in Year 2B, Special focus 6.
<i>The possessive apostrophe (singular nouns)</i>	<i>Megan's, Ravi's, the girl's, the child's, the man's</i>		Taught in <i>Get Writing!</i> Grey Level, Storybook 5, Grammar activity.	Taught in Year 2B, Special focus 7.
<i>Words ending in –tion</i>	<i>station, fiction, motion, national, section</i>	Taught from Grey Level, Storybook 10 onwards.	Taught in <i>Get Writing!</i> Grey Level, Storybook 11, Vocabulary activity.	Taught in Year 2B, Special focus 7.
<i>Homophones and near-homophones</i>	<i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son,</i>			Taught in Year 2A, Special focus 2. Taught in Year 2A, Special focus 4.

	<i>to/too/two, be/bee, blue/blew, night/knight</i>			Taught in Year 2B, Special focus 2. Taught in Year 2B, Special focus 4.
<i>Common exception words</i>	<p><i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</i></p> <p>Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p>	<p>The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme).</p> <p>Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the ‘Write About’ activities for each <i>Storybook</i>, children will use a range of Red Words in their writing compositions.</p>		Practised as Red Words in activities in every unit of the programme in Year 2 Spelling. These words are available to print and make into cards in the Red Words Word bank.

National Curriculum English Appendix 2: Vocabulary, grammar and punctuation Year 2

English Appendix 2: Vocabulary, grammar and punctuation content Year 2	Read Write Inc. Phonics - reading	Read Write Inc. Phonics - writing
	In Green–Orange Levels there is a Proofread activity in every lesson which involves identifying spelling or punctuation errors. In Yellow–Grey Levels, in addition to the Proofread activities there are specific Grammar and Vocabulary activities in every lesson.	
Word		
Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>]	Children are taught to read adjectives and adverbs with suffixes in the Story Green Words from Green Level onwards. Noun suffixes are introduced from Red Ditty Level.	Compound words are covered in: <ul style="list-style-type: none"> • <i>Get Writing!</i> Yellow Level, Storybook 8, Vocabulary activity. • <i>Get Writing!</i> Blue Level, Non-fiction Book 5, Vocabulary activity.
Formation of adjectives using suffixes such as <i>–ful, –less</i>		Adjectives are covered in: <ul style="list-style-type: none"> • <i>Get Writing!</i> Yellow Level, Storybook 4, Vocabulary activity. • <i>Get Writing!</i> Yellow Level, Storybook 9, Build a Sentence and Write About activities. • <i>Get Writing!</i> Blue Level, Storybook 3, Grammar and Vocabulary activities. • <i>Get Writing!</i> Blue Level, Storybook 8, Vocabulary activity. • <i>Get Writing!</i> Grey Level, Storybook 11, Grammar activity.
Use of the suffixes <i>–er, –est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs		Adverbs are covered in: <ul style="list-style-type: none"> • <i>Get Writing!</i> Blue Storybook 4, Grammar activity. • Blue Storybook 10, Grammar activity.
Sentence		
Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)		The Grammar activities in the Yellow, Blue and Grey <i>Get Writing!</i> Books focus on familiarising children with different grammatical structures and concepts. These include the use of subordinating and co-ordinating conjunctions. Conjunctions are covered in: <ul style="list-style-type: none"> • <i>Get Writing!</i> Blue Storybook 8, Grammar activity. • <i>Get Writing!</i> Grey Storybook 1, Grammar activity. • <i>Get Writing!</i> Grey Storybook 10, Grammar activity.

Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]		Noun phrases are covered in: <ul style="list-style-type: none"> • <i>Get Writing!</i> Blue Storybook 1, Grammar activity. • <i>Get Writing!</i> Blue Storybook 5, Grammar activity. • <i>Get Writing!</i> Blue Storybook 8, Grammar activity. • <i>Get Writing!</i> Grey Storybook 7, Grammar activity. • <i>Get Writing!</i> Grey Non-fiction 5, Grammar activity.
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		Statement, question, exclamation and command sentences are taught in: <ul style="list-style-type: none"> • <i>Get Writing!</i> Yellow Level, Non-fiction 1, Grammar activity. • <i>Get Writing!</i> Yellow Level, Non-fiction 5, Grammar activity. • <i>Get Writing!</i> Blue Level, Non-fiction 3, Grammar activity. • <i>Get Writing!</i> Grey Level, Non-fiction 1, Grammar activity.
Text		
Correct choice and consistent use of present tense and past tense throughout writing		Correct choice and consistent use of the present and past tense is taught in: <ul style="list-style-type: none"> • <i>Get Writing!</i> Yellow Level, Storybook 1, Grammar activity. • <i>Get Writing!</i> Yellow Level, Storybook 4, Grammar activity. • <i>Get Writing!</i> Blue Level, Storybook 2, Grammar activity. • <i>Get Writing!</i> Blue Level, Storybook 6, Grammar activity. • <i>Get Writing!</i> Blue Level, Non-fiction 5, Grammar activity. • <i>Get Writing!</i> Grey Level, Storybook 12, Grammar activity. • <i>Get Writing!</i> Grey Level, Storybook 13, Grammar activity.
Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]		The progressive form of verbs is taught in: <ul style="list-style-type: none"> • <i>Get Writing!</i> Grey Level, Storybook 2, Grammar activity. • <i>Get Writing!</i> Grey Level, Storybook 6, Grammar activity.
Punctuation		
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	After completing the Red Ditty Books, children are taught to recognise and understand the function of these punctuation marks, first through mime.	Once children can recognise and understand these punctuation marks, they are encouraged to use them in their own written work. Children are given prompts in the <i>Get Writing!</i> Books to check that they are using capital letters and correct punctuation including full stops, question marks and exclamation marks.
Commas to separate items in a list		Commas to separate items in a list is covered in: <ul style="list-style-type: none"> • <i>Get Writing!</i> Blue Level, Storybook 7, Grammar activity.

<p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Children read words with apostrophes (that mark where letters are missing) in <i>Storybooks</i> from Pink Level (e.g. I'll).</p>	<p>Children are taught to spell words with apostrophes (that mark where letters are missing) in <i>Get Writing!</i> Yellow Level, Storybook 1, Grammar activity.</p> <p>Children are taught about possessive apostrophes in the <i>Get Writing!</i> Grey Level, Storybook 5, Grammar activity.</p>
<p>Terminology for pupils</p>		
<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>	<p>These terms will be used regularly throughout the programme as part of the <i>Storybook</i> activities. Children should be used to hearing and understanding them, as well as be confident in using the terms themselves.</p>	<p>These terms are explained in the Grammar activities in Yellow–Grey Levels. Children's understanding of them is tested in the Grammar activities in the <i>Yellow–Grey Get Writing!</i> Books.</p>