

ENGLISH

Syllabus for Primary Schools

YEAR 2

LEARNING OUTCOMES

for

YEAR 2

| ORACY LISTENING AND SPEAKING | READING | WRITING |
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| STORIES POEMS RHYMES CHANTS SONGS TOPICS | CONCEPTS AND CONVENTIONS OF PRINT | PRINT CONVENTIONS |
| 2.1.1 Listen to and view attentively with increasing concentration and enjoyment | 2.2.1 Demonstrate knowledge that written language conveys meaning | 2.3.1 Demonstrate knowledge of print conventions |
| 2.1.2 Demonstrate understanding by responding non-verbally and verbally | 2.2.2 Begin to develop phonemic and phonic awareness | HANDWRITING SKILLS |
| 2.1.3 Participate in storytelling | 2.2.3 Demonstrate ability to match spoken word to printed word | 2.3.2 Demonstrate correct writing of letters and words |
| 2.1.4 Recite simple rhymes, songs, chants and poems alongside others | READING STRATEGIES | WRITING STRATEGIES |
| LANGUAGE INTERACTIVE CONVERSATIONS | 2.2.4 Identify subject-matter of a text through titles and illustrations | 2.3.3 Begin to use various strategies to spell |
| 2.1.5 Show understanding of classroom language | 2.2.5 Begin to read with understanding, accuracy and fluency | 2.3.4 With support begin to proof-read own work |

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| 2.1.6 | With support begin to use appropriate language with a purpose | 2.2.6 | Begin to demonstrate understanding of text through intonation | WRITING | |
| 2.1.7 | Begin to use the correct intonation to distinguish statements from questions | 2.2.7 | With support begin to use different strategies for word identification | 2.3.5 | Convey meaning through drawing |
| 2.1.8 | Begin to practise the conventions of social discourse | READING | | 2.3.6 | Draw or write words or phrases or sentences to communicate meaning |
| VOCABULARY | | 2.2.8 | Participate in shared reading experiences | 2.3.7 | Participate in shared teacher / pupil/s writing |
| 2.1.9 | Acquire and use a repertoire of words | 2.2.9 | Begin to read different genres for an audience | 2.3.8 | Begin to write sentences according to ability |
| ATTITUDE | | 2.2.10 | With support demonstrate ability to answers questions on text | 2.3.9 | With support create and write own book/s |
| 2.1.10 | Demonstrate enthusiasm and preferences for listening and viewing favourite stories, poems and songs | VOCABULARY | | 2.3.10 | Begin to show understanding of sentence structure |
| | | 2.2.11 | Begin to develop an extensive repertoire of vocabulary in context | 2.3.11 | With support begin to write answers to questions on picture, topics, stories and poems |

| | ATTITUDE | VOCABULARY |
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| | 2.2.12 Choose books to read and enjoy re-reading favourite books | 2.3.12 Demonstrate ability to use acquired vocabulary in writing |
| | | ATTITUDE |
| | | 2.3.13 Demonstrate interest in and enthusiasm for writing |

PROGRAMME

for

YEAR 2

2.1 ORACY – LISTENING AND SPEAKING

| Learning Outcomes | Notes |
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| STORIES POEMS RHYMES CHANTS SONGS TOPICS | |
| 2.1.1 Listen to and view attentively with increasing concentration and enjoyment | <i>Stories and rhymes with repetitive and predictable text; Videos, audio cassettes, CD-Rom, DVD...</i> |
| <ul style="list-style-type: none"> ❖ Demonstrate ability to sit quietly and listen attentively | |
| 2.1.2 Demonstrate understanding by responding non-verbally and verbally | <i>Relying on stimulating illustrations, pictures, props / puppets, Big Books, context cues, ...</i> |
| <ul style="list-style-type: none"> ❖ Respond by using gestures | |
| <ul style="list-style-type: none"> ❖ Respond by using pictures | <i>E.g. Point to picture or sequence pictures</i> |
| <ul style="list-style-type: none"> ❖ With support participate in role play using imitating and miming | <i>Initially perform actions during role play without using verbal language</i> |
| <ul style="list-style-type: none"> ❖ With support begin to predict using visual cues | <i>Can tell what will happen next using one word utterances or phrases</i> |
| <ul style="list-style-type: none"> ❖ With support respond to questions | <i>On pictures, stories, poems, topic, ...</i> |
| 2.1.3 Participate in storytelling | |
| <ul style="list-style-type: none"> ❖ Suggest the general idea of a story | <i>What the story is about (The gist of the story)</i> |
| <ul style="list-style-type: none"> ❖ Distinguish tones and voices of characters in stories | <i>Voices, and tones of voices: angry, happy, ...</i> |
| <ul style="list-style-type: none"> ❖ Repeat refrains, words or phrases | |
| <ul style="list-style-type: none"> ❖ With support participate in role-play using appropriate language | <i>Use language, intonations and voices of characters in the story ...</i> |
| <ul style="list-style-type: none"> ❖ With support tell a story in a sequence using pictures | <i>Tell a story in chronological order using pictures ...</i> |
| 2.1.4 Recite simple rhymes, songs, chants and poems alongside others | <i>Some rhymes and songs that offer ready-made dialogues, intonation, pronunciation ...</i> |
| <ul style="list-style-type: none"> ❖ Hold rhythm | <i>With the group</i> |
| <ul style="list-style-type: none"> ❖ Beat out a rhythm | <i>Individually or with group</i> |
| <ul style="list-style-type: none"> ❖ With support begin to use correct intonation and pronunciation | |
| <ul style="list-style-type: none"> ❖ Recognize rhyming words | <i>E.g. One two Buckle my shoe (two and shoe are rhyming words)</i> |
| <ul style="list-style-type: none"> ❖ With support begin to suggest rhyming words and onomatopoeic words | <i>E.g. Humpty Dumpty sat on a wall / Willy Billy sat in the hall Willy Billy had a big ball Onomatopoeia: Splish! Splash! Splosh!</i> |

Emphasis not on the technical term

LANGUAGE INTERACTIVE CONVERSATIONS

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| 2.1.5 Show understanding of classroom language | |
| ❖ Listen to and follow classroom commands | |
| ❖ Carry out a sequence of instructions | |
| ❖ Respond to questions | <i>'Wh' questions, How many...? Do you...? ...</i> |
| 2.1.6 With support begin to use appropriate language with a purpose | <i>Learners practise speaking and listening with a purpose E.g. Making a request in a toy-shop</i> |
| ❖ Respond to greetings | <i>Hello! Good morning Goodbye ...</i> |
| ❖ With support begin to use social talk | <i>Please, Yes / No thank you, Excuse me, Pardon, Sorry, ...</i> |
| ❖ Make requests and express needs | <i>Learn modelled words and phrases and use them in particular situations E.g. May I ...? Can I ...? I want I wish I like</i> |
| ❖ Demonstrate ability to pass on a message | <i>E.g. To Head of School, to another person, ...</i> |
| ❖ Participate in role-play using appropriate modelled language | <i>A situation where learners practise speaking in a simulated situation E.g. Ordering chicken nuggets / pizza or a drink in a restaurant – repeating phrases, sentences ...</i> |
| 2.1.7 Begin to use the correct intonation to distinguish statements from questions | <i>Change pitch of voice to convey meaning</i> |
| ❖ Start to adopt intonation patterns to communicate meaning | <i>Exclamations: e.g. No! Stop! Hello! ... Question: E.g. What? Where? Who? ...</i> |
| 2.1.8 Begin to practise the conventions of social discourse | |
| ❖ Take turns in conversations | <i>Give time to the person speaking to finish before joining in</i> |
| ❖ Listen to others | |
| ❖ With support express and exchange ideas and information | |
| ❖ With support respond to others | |
| ❖ Begin to appreciate the views and opinions of others | <i>Accept the views of others</i> |
| VOCABULARY | |
| 2.1.9 Acquire and use a repertoire of words | <i>Words, phrases and expressions related to stories and themes</i> |
| ❖ Demonstrate gradual knowledge of sounds and names of letters | <i>All the letters of the alphabet through rhymes, chants, stories, games, ...</i> |
| ❖ Listen to, identify and blend phonemes into words | <i>Phoneme is the smallest unit of sound in a word E.g. hat:- h / a / t</i> |

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| ❖ Demonstrate awareness of onset and rime | <i>A word can be divided into two units: onset and rime</i> <i>E.g. cake / brake</i> <i>The onset in the word is the initial consonant/s: 'c', 'br'</i> <i>The rime is the vowel/s and following consonant/s in the syllable 'ake'</i> |
| ATTITUDES | |
| 2.1.10 Demonstrate enthusiasm and preferences for listening and viewing favourite stories, poems and songs | <i>Make requests to listen to or see favourite stories, poems, ...</i> |

2.2 READING

| Learning Outcomes | Notes |
|---|--|
| CONCEPTS AND CONVENTIONS OF PRINT | |
| 2.2.1 Demonstrates knowledge that written language conveys meaning | |
| 2.2.2 Begin to develop phonemic and phonic awareness | <i>Phonemic awareness: the sounds or phonemes that make up spoken words: E.g. m / a / t Phonic awareness: the sound-symbol relationship used in words</i> |
| ❖ Demonstrate knowledge of sound and letter correspondence (graphophonic) | <i>A letter has a name, a sound and a shape</i> |
| ❖ Demonstrate ability to sound out initial letter in a word | |
| ❖ Demonstrate ability to blend sounds and letters (graphophonics) in a word | <i>Understand that the sequence of letters in a written word represent the sequence of sounds in a spoken word</i> |
| ❖ Demonstrate ability to add and substitute sounds and letters | <i>E.g. 'eat' add the onset 'm' to form 'meat' or 's' to form 'seat' or 'tr' to form 'treat'</i> |
| 2.2.3 Demonstrate ability to match spoken word to printed word | |
| ❖ Demonstrate one-to-one correspondence between printed / written word and spoken word | <i>Point to the correct printed / written word when reading / listening to familiar text being read</i> |
| READING STRATEGIES | |
| 2.2.4 Identify subject-matter of a text through titles and illustrations | <i>Acquire information from cover of book and talk about title, author and illustrator</i> |
| 2.2.5 Begin to read with understanding, accuracy and fluency | <i>Use pictures, personal experience and prior knowledge to gain information / meaning from the text Accuracy: reading words correctly Fluency: reading at a steady and natural pace</i> |
| 2.2.6 Begin to demonstrate understanding of text through intonation | |
| 2.2.7 With support begin to use different strategies for word identification | <i>Use different methods to read new or difficult words</i> |
| ❖ Use picture cues | <i>Use the picture as a help</i> |
| ❖ Use initial letters | <i>The sound of the first letter of a word h / ouse</i> |

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| ❖ Use sounding out | <i>Move lips and mouth to sound out the letters (phonemes) that make up a word E.g. h / a / t</i> |
| ❖ Use onset and rime | <i>E.g. fat, cat, sat, mat, hat... The initial letter 'f' 'c' 's' 'm' 'h' is the onset, 'at' is the rime</i> |
| ❖ Use syllabification | <i>The division of words into syllables E.g. Gar/ den (May clap / tap)</i> |
| ❖ Use sight words | <i>Use Look and Say</i> |
| READING | |
| 2.2.8 Participate in shared reading experiences | <i>Read with teacher and peers using Big Books, fiction and non-fiction</i> |
| ❖ With support use pictures to construct ideas | <i>Pictures and other illustrations</i> |
| ❖ Begin to use context to construct ideas | |
| 2.2.9 Begin to read different genres for an audience | <i>Read fiction and non-fiction in front of a class, in groups; read own script ...</i> |
| ❖ Identify rhyming words in rhymes and poetry | <i>I see a mouse; it is looking at the house ...</i> |
| 2.2.10 With support demonstrate ability to answer questions on text | <i>Use fiction, non-fiction ... Ideally learners answer using a full sentence</i> |
| ❖ With support begin to respond to literal questions | <i>Use pictures and other visual aids ...</i> |
| VOCABULARY | |
| 2.2.11 Begin to develop an extensive repertoire of vocabulary in context | <i>Build up a vocabulary of sight words related to themes, environment, books ...</i> |
| ATTITUDE | |
| 2.2.12 Choose books to read and enjoy re-reading favourite books | <i>Enjoy re-reading favourite stories, rhymes ...</i> |
| ❖ Show enjoyment and enthusiasm for reading a favourite book | |

2.3 WRITING

| Learning Outcomes | Notes |
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| PRINT CONVENTIONS | |
| 2.3.1 Demonstrate knowledge of print conventions | <i>Rules that govern the customary use of print in literacy</i> |
| ❖ Demonstrate correct spacing of letters and words | |
| ❖ Demonstrate correct directionality | <i>Start to write at the top left side of page, move to right and continue down the page, and know where to go on the following page</i> |
| HANDWRITING SKILLS | |
| 2.3.2 Demonstrate correct writing of letters and words | |
| ❖ Develop established pencil grip | |
| ❖ Form letters which are clearly shaped and correctly oriented; control shape and proportion | <i>Use the correct sequence of movement when writing letters. Some letters are formed in a way that will lay the foundation for cursive handwriting E.g. 'i' ...</i> |
| WRITING STRATEGIES | |
| 2.3.3 Begin to use various strategies to spell correctly | <i>Teachers may build pattern booklets for spelling with the learners Show and discuss with learners the use of different methods which may be used to spell different words (Use the method orally to write words correctly)</i> |
| ❖ Sounding out of phonemes | <i>E.g. b/a/n/a/n/a: ('b', 'a', 'n', 'a', 'n', 'a', - each is a phoneme) Phoneme is the smallest unit of sound in a word (Use the method orally to be able to write 'banana' correctly)</i> |
| ❖ Use onset and rime | <i>Substituting the initial letter(s) which is the onset E.g. lunch / bunch; 'l', 'b', are the onset, 'unch' is the rime (Use the method orally to be able to write correctly)</i> |
| ❖ Use syllabification | <i>E.g. chocolate:- cho / co / la / te (Use the method orally to be able to write chocolate correctly)</i> |
| ❖ Identify little words in long words | <i>E.g. favourite:- fav / our / ite</i> |

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| ❖ Identify distinctive features about letters in a word | <i>E.g. beautiful:- b / eau / ti / ful ; bicycle:- bi / cyc / le</i> |
| ❖ Use blends | <i>Blends: the sound of two or more letters joined with minimal changes in those sounds E.g. 'br' in 'bring'</i> |
| ❖ Use letter patterns | <i>E.g. 'ing', 'ful', 'er', 'ly'</i> |
| ❖ Use Look and Say | <i>Remember graphic representation of the word</i> |
| 2.3.4 With support begin to proof-read own work | <i>Proof-reading: correcting own spelling and checking punctuation</i> |
| ❖ Use word banks | <i>E.g. environmental print, vocabulary charts, flash-cards ...</i> |
| ❖ With support begin to use a picture dictionary | |
| WRITING | |
| 2.3.5 Convey meaning through drawing | <i>Teacher may write down what the learner says about the drawing</i> |
| 2.3.6 Draw or write words or phrases or sentences to communicate meaning | <i>Learners draw a boy playing with a ball and may write 'boy', or 'ball' or 'The boy plays.' or 'John is playing with the ball'. (depends on learner's ability)</i> |
| ❖ Write captions | <i>Write captions to pictures</i> |
| ❖ Label a picture | |
| 2.3.7 Participate in shared teacher / pupil/s writing | <i>With support, begin to write simple sentences</i> |
| ❖ With support begin to build sentences on picture | |
| ❖ With support begin to build sentences about a topic | <i>From their growing repertoire of vocabulary.</i> |
| ❖ With support write a simple story | <i>Placing and writing a story in sequence through the use of sentence strips and / or pictures (based on discussion)</i> |
| 2.3.8 Begin to write sentences according to ability | <i>Lay the foundations for creative writing</i> |
| ❖ Begin to reproduce sentences from a given model | <i>E.g. Mum buys some bananas and some apples. Mum buys ...</i> |
| ❖ With support generate sentence patterns | <i>E.g. (i) My favourite colour is green. My favourite desert is E.g. (ii) Do you like ice-cream? Yes I do. / No I do not. Do you eat? ... (The exclamation mark may be introduced with 'Yes I do!' or 'No I do not!')</i> |
| ❖ Begin to take the initiative to write and generate sentences | <i>Develop creative writing: sentences on topics, picture-stories, interests ...</i> |

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| 2.3.9 | With support create and write own book/s | <i>E.g. Picture books; 'About Me books; story books; vocabulary book; books on specific topics; comics using speech bubbles; journal; diary ...</i> |
| 2.3.10 | Begin to show understanding of sentence structure | |
| ❖ | Distinguish between letter and word | <i>A letter has a name, a sound and a shape e.g. the letter 'c' which has the sound of 'k' A word is a combination of letters and sounds</i> |
| ❖ | Use correct word order | <i>Use basic sentence structure; Subject-verb-object sentences: e.g. Father is at home.</i> |
| ❖ | Begin to vary sentence beginnings | <i>E.g. Nouns replaced by pronouns ...</i> |
| ❖ | Begin to use correct punctuation in context | <i>Sentences as units of print defined by a capital letter and a full stop</i> |
| ❖ | Begin to make use of parts of speech in context | <i>Content words: Naming words (including regular/irregular plurals); describing words; verbs; Function words: pronouns; prepositions; simple conjunctions (and, because); determiners (the, a, an); Possessive adjectives (my, his, her ...) Demonstrative adjectives (this, that ...) Emphasis not on the technical term for the parts of speech being used</i> |
| 2.3.11 | With support begin to write answers to questions on picture, topics, stories and poems | |
| ❖ | With support begin to write answers to literal questions on pictures, text... | <i>Comprehension questions: E.g. What is Bercy doing? Bercy is jumping in the water.</i> |
| ❖ | With support can 'fill in the gaps' in a given text | <i>Demonstrate understanding of a piece of text by filling in with the correct words e.g. cloze exercises</i> |
| VOCABULARY | | |
| 2.3.12 | Demonstrate ability to use acquired vocabulary in writing | <i>Vocabulary acquired from oracy, reading activities, other experiences and cross-curricular subjects and topic related ...</i> |
| ❖ | With support experiment with vocabulary in writing | |
| ❖ | With support use Function words (parts of speech) in a context | <i>Function words: pronouns; prepositions; determiners (the, a, an); Possessive (my, her ...) and demonstrative adjectives (this, that ...); simple conjunctions (and, because)</i> |
| ❖ | With support use Content words (parts of speech) in a context | <i>Content words: Naming words (including regular/irregular plurals); describing words; verbs; The technical terms for the parts of speech being used should not be over-emphasized; Emphasis should be on vocabulary acquisition</i> |

ATTITUDE

2.3.13 Demonstrate interest in and enthusiasm for writing

❖ Enjoy copying and 'writing' for fun

❖ Enjoy creating own booklets

Picture books; 'About Me' books; vocabulary books, comics ...