



# The Core Knowledge Sequence UK

## English Language and Literature: Year 2

### I. LISTENING AND SPEAKING

**Teachers:** Traditional English language instruction has typically accorded little, if any, attention to the ongoing development of children's listening and speaking abilities. However, it is important to focus on children's development of oral language because literacy, the ability to read and write written language, is highly correlated with pupils' oral language proficiency. The ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. Therefore, it is essential that children build listening and speaking competency while also developing reading and writing skills.

#### A. CLASSROOM DISCUSSION

- Participate in age-appropriate activities for Year 2 involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions. For example: look at and listen to the speaker, raise hand to speak, take turns, say 'excuse me' or 'please,' etc.
- Ask closed and open questions to clarify conversations, directions, exercises and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another Year 2 child.
- Identify and express physical sensations, mental states and emotions of self and others.
- Understand and use language to express spatial and temporal relationships. For example: up, down, first, last, before, after, etc.
- Understand and use narrative language to describe people, places, things, locations, events and actions.
- Understand and use common sayings and phrases. For example: 'Hit the nail on the head' and 'Many hands make light work'. (Also see section VII. Sayings and Phrases.)
- Recognise and discuss body language; 'read the signs'.

#### B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest and/or stories, using appropriate eye contact, volume and clear enunciation.

#### C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—ALL TEXTS

**Teachers:** In Year 2, a child's ability to understand what s/he hears continues to outpace her or his ability to read independently and understand written text. By listening to stories or non-fiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration has been given to the poetry, fiction and nonfiction selections below to ensure that the vocabulary and syntax presented is rich and complex. Levelled texts (texts for beginner readers) will not provide the rich language experience that is desired during read-alouds and should only be used here as a

starting point for reading aloud with pupils for whom English is a second language. Non-fiction read-alouds have been selected on the basis of the history, science, music and visual arts topics identified in the *Sequence UK*, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which non-fiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Prior to a read-aloud, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read aloud. Use pictures accompanying the read-aloud to check and support children's understanding of the read-aloud.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to practise orally comparing, analysing, and forming ideas in written text in much the same way as they will be expected to do as independent readers in the later years.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text and poems.
- Distinguish the following genres of literature: fiction, non-fiction and drama.
- Grasp specific details and key ideas.
  - Describe illustrations.
  - Sequence four to six pictures illustrating events in a read-aloud.
  - Answer questions requiring literal recall and understanding the details and/or facts of a read-aloud, i.e. who, what, when, where, why.
  - Retell key details.
  - Ask questions to clarify information in a read-aloud.
  - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.
- Observe craft and structure.
  - Understand and use words and phrases heard in read-alouds.
  - Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
  - Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
- Integrate information and evaluate evidence.
  - Make predictions prior to and during a read-aloud, based on the title, pictures and/or text heard thus far and then compare the actual outcomes to predictions.
  - Answer questions that require making interpretations, forming judgements or giving opinions about what is heard in a read-aloud, including answering 'why' questions that require recognising cause/effect relationships.
  - Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
  - Identify who is telling a story or providing information in a text.

#### **D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—FICTION, DRAMA AND POETRY**

- Retell or dramatise a story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different ending to the story.
- Create and tell an original story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale or myth.

- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories, including: author, illustrator, characters, setting, plot, dialogue, personification, simile and metaphor.
- Identify sensory language and how it is used to describe people, objects, places and events.

### **E. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—NON-FICTION / INFORMATIONAL TEXT**

**Teachers:** Select non-fiction topics to read aloud from the Year 2 history, science, music and visual arts subjects in the *Sequence UK*, with an emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a non-fiction text, indicating which part of the text provides the information needed to answer specific questions.
- With assistance, categorise and organise facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines in relation to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

## **II. READING**

### **A. PRINT AWARENESS**

- Understand that reading consists of a specific sense of directionality: reading left to right, return sweep after finishing a line, reading top to bottom, reading a book from front to back.
- Identify the parts of a book and the function of each part: front cover, back cover, title page, table of contents and index.
- Demonstrate correct book orientation by holding a book correctly and turning pages.
- Recognise that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish between letters, words, sentences and stories.
- Demonstrate an understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate an understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognise and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

### **B. ORAL READING AND FLUENCY**

- Read aloud, alone or with a partner at least 15 minutes each day.
- Read decodable stories (levelled beginner readers) that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency and expression on successive reading of a decodable text.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Recognise apostrophes and speech marks.

### **C. READING COMPREHENSION—ALL TEXTS**

**Teachers:** During the beginning of Year 2, most pupils will still need to devote considerable energy when reading to decipher the written text. Over the course of this year, they will learn even more elements of the code, meaning that the decodable text that they can read independently will increasingly resemble 'real stories' and reading books. With practice and repeated readings of the same text, pupils will develop increasing automaticity, allowing them to focus more intently on the meaning of what they are reading. Both the pupil's increasing fluency and the use of more authentic text—which is now decodable because of the child's increasing code knowledge—mean that attention to reading comprehension can move to a higher level than just the rudimentary understanding of text that was expected at the Year 1 level. This expectation is reflected in the increased number of objectives below that have been added to the Year 2 objectives.

However, it is important to remember that children's listening comprehension still far exceeds their reading comprehension, and that their ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate an understanding of completely decodable text after reading independently.
- Grasp specific details and key ideas.
  - Sequence four to six pictures illustrating events from a text that has been read independently.
  - Answer questions requiring literal recall and an understanding of the details and/or facts (i.e. who, what, where, when) about a text that has been read independently.
  - Retell key details from a text that has been read independently.
  - Ask questions to clarify information about a text that has been read independently.
  - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
- Observe craft and structure.
  - Identify basic text features and what they mean, including the title, author, table of contents and chapters.
  - Understand and use words and phrases from a text that has been read independently.
  - Compare and contrast similarities and differences within a single text or between multiple texts read independently.
  - Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.
- Integrate information and evaluate evidence. (Note: prior to reading, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read. Use pictures accompanying the written text to check and support understanding.)
  - Make predictions prior to and while reading, based on the title, pictures and/or text read thus far and then compare the actual outcomes to predictions.
  - Answer questions that require making interpretations, judgements or giving opinions about what is read independently, including answering 'why' questions that require recognising cause/effect relationships.
  - Identify who is telling a story or providing information in a text.
  - Identify temporal words that link and sequence events, i.e., first, next then, etc.
  - Identify words that link ideas, i.e., for example, also, in addition.

#### **D. READING COMPREHENSION—FICTION, DRAMA AND POETRY**

- Retell or dramatise a story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories: author, illustrator, characters, setting, plot, dialogue, personification, simile and metaphor.
- Identify sensory language and how it is used to describe people, objects, places and events.

#### **E. READING COMPREHENSION—NON-FICTION AND INFORMATIONAL TEXTS**

**Teachers:** Select non-fiction topics from the Year 2 history, science, music and visual arts topics listed, with an emphasis on history and science.

- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

### **III. WRITING**

**Teachers:** It is important to recognise that of all communication skills—listening, speaking, reading and writing—writing is the most demanding and challenging. During the beginning of Year 2, children still need to devote much of their focus and cognitive energy to the code itself, as well as the fine motor act of writing. During this period, teachers should continue to support written expression through shared writing experiences that are modelled by an adult and that increase in difficulty over time.

At some point during Year 2, however, most children will feel comfortable enough with their basic skills to begin making a transition to writing more independently. Children's desire to express themselves in writing should be heartily encouraged. To this end, it is important that teachers have age-appropriate expectations about what Year 2 pupils' writing should resemble. Pupils have not been taught all of the spellings they will need to achieve dictionary-correct spelling. It is therefore premature to expect that words in their independent writing will be spelled correctly. It is reasonable to expect pupils to use the letter-sound correspondences they have learned to set down plausible spellings for the sounds in the word. For example, a pupil who writes *bote* for *boat*, *dun* for *done*, or *hed* for *head* has set down a plausible spelling for each sound in the word. Dictionary-correct spelling will be a realistic goal when pupils have learned more spellings and learned how to use a dictionary to check spelling.

Furthermore, while teachers can begin to model the use of a writing process, such as 'Plan-Draft-Edit,' it is equally important not to dampen a pupil's enthusiasm by rigidly insisting that *all* of a pupil's writing be edited over and over again to bring the text to the 'publication' stage. In Year 2, teachers should achieve a sensible balance that encourages children to use their current skill knowledge when writing, without stifling creative expression.

#### **A. WRITING TO REFLECT AUDIENCE, PURPOSE AND TASK**

- Add details to writing.
- Begin to use tools, including technology, to plan, draft and edit writing.

#### **B. CONDUCTING RESEARCH**

- Gather information from experiences or provided text sources.

#### **C. NARRATIVE WRITING**

- Write or retell a story that includes characters; setting(s); and a beginning, a middle and an appropriate end to events of the story in proper sequence.
- Write a descriptive paragraph using sensory language.
- Create a title that is relevant to the narrative.

#### **D. INFORMATIVE/EXPLANATORY WRITING**

- Write about a topic, including beginning and ending sentences, facts and examples relevant to the topics and specific steps (if writing explanatory text).

#### **E. PERSUASIVE WRITING (OPINION)**

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word *because*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

### **IV. LANGUAGE CONVENTIONS**

#### **A. HANDWRITING AND SPELLING**

- Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.
- Form words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalisation and punctuation in sentences to convey meaning.

- Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and write from top to bottom, using a return sweep.
- Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *ate* for *eight*, *boi* for *boy*, and *fone* for *phone*.
- Write words, phrases and sentences from dictation, applying phonics knowledge.
- Identify and use synonyms and antonyms.

## B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Recognise, identify and use subject, object and possessive pronouns, orally, in written text and in own writing. For example: I, me, mine, you, yours, they, them.
- Recognise, identify and use possessive pronouns that function as adjectives, orally, in written text and in own writing. For example: my, your, her, his.
- Recognise, identify and use common and proper nouns, orally, in written text and in own writing.
- Recognise, identify and use regular verbs to convey a sense of past, present and future tense, orally, in written text and in own writing.
- Recognise, identify and use subjects and predicates, orally, in written text and in own writing.
  - Every complete sentence consists of two parts: the subject and the predicate.
  - Subject: what/whom the sentence is about, in bold in the example: **Anna** scored a goal.
  - Predicate: explains something about the subject, in bold in the example: Anna **scored a goal**.
- Produce and expand complete sentences orally and in shared writing exercises.

## C. CAPITALISATION AND PUNCTUATION

- Capitalise the first word in a sentence, the pronoun 'I', proper nouns (e.g. names and places), months and days of the week.
- Identify and use end punctuation, including full stops, question marks and exclamation marks.
- Use commas appropriately in greetings and closings of letters, dates and items in a series.
- Write a simple, friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., dog's paw.
- Use speech marks appropriately to designate direct speech.

## V. POETRY

**Teachers:** The poems listed here constitute a selected core of poetry for this year group. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to speak it aloud so they can experience the music in the words. Although children are not expected to memorise the following rhymes, they will delight in knowing their favourites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes.

- Become familiar with the following works:
  - Cats Sleep Anywhere (Eleanor Farjeon)
  - The Frog (Hilaire Belloc)
  - A Good Play (Robert Louis Stevenson)
  - Hope (Langston Hughes)
  - If Wishes Were Horses (traditional)
  - I Know All the Sounds the Animals Make (Jack Prelutsky)
  - Jumbo Jet (Spike Milligan)
  - My Shadow (Robert Louis Stevenson)
  - The Owl and the Pussycat (Edward Lear)
  - The Pasture (Robert Frost)
  - The Purple Cow (Gelett Burgess)
  - Pussycat, Pussycat (traditional)
  - The Queen of Hearts (traditional)
  - Ring a Ring of Roses (traditional)
  - Rope Rhyme (Eloise Greenfield)

- Scissors (Allan Ahlberg)
- Solomon Grundy (traditional)
- The Swing (Robert Louis Stevenson)
- Table Manners [also known as ‘The Goops’] (Gelett Burgess)
- Thirty Days Hath September (traditional)
- Three Wise Men of Gotham (traditional)
- Become familiar with riddle rhymes.
- Become familiar with tongue twisters.

## VI. FICTION

**Teachers:** While the following works make up a strong core of literature, the ‘content’ of language arts includes not only stories, fables and poems, but also knowledge of how written symbols represent sounds and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practise decoding and encoding skills (see above, section II. Reading and section III. Writing).

The titles here constitute a core of stories for this year group. They are available in a variety of editions, some designed for novice readers, and others best for reading aloud to children. In Year 2, most of the following titles should be read to the children. It is recommended that you provide a mixture of texts, including some beginning readers, with their necessarily limited vocabulary and syntax, for these can give children the important sense of accomplishment that comes from being able to ‘read it all by myself’.

Expose children to many more stories, including classic picture books and books best read aloud. (In schools, teachers across year groups should communicate their choices in order to avoid undue repetition.) Children should also be exposed to non-fiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.

### A. STORIES

- All Stories Are Anansi’s (folktale from West Africa)
- The Boy at the Dike (folktale from Holland)
- Brer Rabbit and the Tar Baby (traditional)
- The Frog Prince (Brothers Grimm)
- Hansel and Gretel (traditional)
- Selections from *The House at Pooh Corner* (A. A. Milne)
- It Could Always Be Worse (Yiddish folktale)
- Jack and the Beanstalk (traditional)
- ‘King of the Nogs’ from *The Sagas of Noggin the Nog* (Smallfilms)
- Medio Pollito (Hispanic Folktale)
- The Pied Piper of Hamelin (traditional)
- Pinocchio (traditional)
- The Princess and the Pea (traditional)
- Puss-in-Boots (traditional)
- Rapunzel (traditional)
- Rumpelstiltskin (traditional)
- Sleeping Beauty (traditional)
- *The Tale of Peter Rabbit* (Beatrix Potter)

### B. AESOP’S FABLES

- The Boy Who Cried Wolf
- The Dog in the Manger
- The Fox and the Grapes
- The Goose that Laid the Golden Eggs

- The Maid and the Milk Pail
- The Wolf in Sheep's Clothing

### C. DIFFERENT LANDS, SIMILAR STORIES

**Teachers:** To give pupils a sense that people all around the world tell certain stories that, while they differ in details, have much in common, introduce pupils to similar folktales from different lands, such as the following:

- Issun Boshi / One-Inch Boy (Japan); The Knee-High Man (African-American folktale)
- You may also want to read other variations of these stories including; Tom Thumb (England); Thumbelina by Hans Christian Andersen (Denmark); Little Finger of the Watermelon Patch (Vietnam)
- You may also want to read one of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)

### D. LITERARY TERMS

- Understand the names for characters, including heroines and heroes.
- Recognise terms in drama, including actor, actress, script, costume, scenery, props, theatre, stage, audience and applause.

## VII. SAYINGS AND PHRASES

**Teachers:** Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed since they will have picked up these sayings by hearing them at home and amongst friends. However, this section has been one of the categories most appreciated by teachers who work with children from home cultures that differ from British culture. All children should become familiar with the sayings and phrases below.

- An apple a day keeps the doctor away. [Connection to Year 2 Science]
- Don't count your chickens before they hatch. [Connection to Aesop's fables]
- Don't judge a book by its cover. [Connection to 'The Frog Prince']
- Hit the nail on the head.
- If at first you don't succeed, try, try again.
- Land of Nod
- Let the cat out of the bag.
- Many hands make light work. [Connection to 'The Boy at the Dike']
- The more the merrier.
- Never leave until tomorrow what you can do today.
- Sour grapes [Connection to Aesop's fables]
- There's no place like home.
- Wolf in sheep's clothing [Connection to Aesop's fables]