

Year 2 English

Reading

Read most words quickly and accurately without overt sounding out and blending the words.

Read the Year 2 High frequency words, common exception words and words with two or more syllables.

Read words containing common suffixes

Read age-appropriate books mostly fluently and be able to correct any inaccurate reading

Retell familiar stories.

Answer and ask questions, and make inferences

Predict what might happen on the basis of what has been read so far

Explain what has happened so far in what they have read.

Listen to, discuss and express views about a wide range of text, including poetry, stories and non-fiction text.

Discuss the sequence of events in texts and how items of information are related

Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

Build up a repertoire of poems learnt by heart, and reciting some, with appropriate intonation to make the meaning clear

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Spelling

Y2 high frequency words spelt correctly.

Attempt to spell unknown words by applying knowledge of phonics and taught spelling rules.

Fiction

Uses a story mountain to plan and sequence parts of a story

Include description of the setting and characters.

Story events and ideas mostly follow on logically.

Beginning to show an awareness of the reader by including description in their writing.

Non-Fiction

Able to use planning format to organise ideas and events

Uses some language features for the genre (e.g. imperative verbs when writing instructions)

Events and ideas are mostly in a logical order.

Ideas are grouped into sections by content.

Includes some presentational devices e.g. headings, bullet points, captions.

Editing

Beginning to improve writing with the teacher, for example adding or changing adjectives

Beginning to proof read work to correct some spelling and punctuation

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Handwriting

Uses the diagonal and horizontal strokes to join letters in some of their writing.

Capital and lower case letters are formed of the correct orientation.

Lower case letters are half the size of the capital letter.

Spacing between the words mostly reflects the size of the letters.

Grammar

Uses the correct form of the verb when writing instructions.

Uses noun phrases and adjectives to describe and specify.

Uses time connectives correctly to sequence events/ ideas.

Uses sentences with more than one clause by using conjunctions (such as or, and, but, when, if, that, because)

Writes sentences with different forms in their writing (statements, questions, exclamations and commands).

Uses the present and past tense mostly correctly and consistently in writing.

Punctuation

Capital letters are used at the beginning of sentences and in names.

Sentences end with full stops, and there is some use of question marks and exclamation marks.

Use of Commas in lists and apostrophes for contracted form and possession

Speaking and Listening by end of KS1

Looks at the speaker and is able to repeat some of the things they have said.

Makes comments and asks questions

Forms simple sentences.

Pronounces common words correctly and is beginning to make more interesting vocabulary choices.

Joins in discussions, making eye contact with the speaker, taking turns to speak

Asks simple questions to get information.

Uses complete simple sentences to talk about own experiences

Includes some gestures when reading, reciting poetry or storytelling.

Is becoming aware of the audience and is beginning to respond to them

Performs plays based on known characters and story events, speaking loudly and clearly when on stage,

Plans and presents what they want to say with some help from the teacher.

Looks at the audience, head high, speaking at an appropriate rate and volume.

Is able to provide simple answers to questions asked by the audience.

Sometimes takes the lead in group work; encouraging others to join in,

Uses language appropriate to the situation, including some social courtesies.