

Year 2 End of Year Expectations: English



Year 2 English	
Reading	
Word Reading	Comprehension
<ul style="list-style-type: none"> ❖ Apply phonic knowledge and skills consistently to decode quickly and accurately. ❖ Decode alternative sounds for graphemes. ❖ Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. ❖ Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. ❖ Read most words without overtly segmenting and blending, once they are familiar. ❖ Read some phonically-decodable books with fluency, sound out unfamiliar words automatically. 	<ul style="list-style-type: none"> ❖ Fully engage with reading and take pleasure from books and texts. ❖ Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. ❖ Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. ❖ Show understanding of texts read independently; self-correct. ❖ Know and retell a wide range of stories, fairy stories and traditional tales. ❖ Discuss the sequence of events in books, and how items of information are related. ❖ Make inferences on the basis of what is said and done; predict according to what has been read so far. ❖ Discuss and express views about a range of non-fiction texts which are structured in different ways. ❖ Discuss and clarify the meaning of new words; discuss favourite words and phrases. ❖ Recognise simple recurring literary language in stories and poetry. ❖ Recite a repertoire of poems learnt by heart, using appropriate intonation.

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Year 2 English			
Writing			
Transcription		Composition	
Spelling	Handwriting	Composition: Structure and Purpose	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> ❖ Write from memory, simple dictated sentences which include familiar words and GPCs. ❖ Spell common decodable two and three syllable words which include familiar graphemes. ❖ Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. ❖ Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. ❖ Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. ❖ Spell many common contractions accurately e.g. it's, can't, didn't; or to mark 	<ul style="list-style-type: none"> ❖ Holds pencil correctly. ❖ Writing is legible. ❖ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. ❖ Spacing is appropriate to the size of letters. 	<ul style="list-style-type: none"> ❖ Compose sentences orally. Use the drafting process to gather and write down ideas and key words. ❖ Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. ❖ Write about real events, maintaining form and purpose. ❖ Compose orally and write poetry in a variety of forms. ❖ Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. 	<ul style="list-style-type: none"> ❖ Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. ❖ Co-ordinate sentences using and, or, but. ❖ Sometimes use subordination e.g. when, if, because. ❖ Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. ❖ Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. ❖ Identify word classes: noun, adjective, verb and adverb. ❖ Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming. ❖ Use appropriate features of Standard English.