

Y2 Skills: Reading

Blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes
Read accurately words of two or more syllables containing graphemes that have been taught
Read words containing common suffixes e.g. -ment, -ness, -ful, -less, -ly
Read further common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. e.g. because, beautiful, sugar
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
Can discuss the sequence of events in books and how they are related to each other e.g. Link the problem with its resolution
Becoming increasingly familiar and can retell a wider range of stories, poems and traditional tales, using intonation, volume and expression
Can talk about and comment on plot, setting and characters in familiar and unfamiliar stories
Can discuss favourite words and phrases e.g. can compare language Settings– in the deep, dark forest... Character moods– angrily, he stormed out... Timings of events– just at that moment...
Can self-select a book, giving reasons for their choices
Discuss meaning of new words, speculating about possible definitions and link to its current context to check to see if the meaning makes sense. e.g. strategies might involve using a thesaurus or dictionary, re-reading the sentence, reading on, using the context
Recognising reoccurring literacy language in stories e.g. In a land far, far away, Once upon a time
Checking the text makes sense to them and self-correct where necessary e.g. when reading 'palace' for 'place'

Y2 Skills: Reading

Ask and answer questions and predict what might happen next on the basis of what they have read so far.

Draw simple inferences from illustrations, events and character's actions and speech
e.g. Infer what a character might be feeling based on their actions

Participate in discussions about books and poems
e.g. themes,, compare authors, likes and dislikes, structure

Identify past and present tense and why the writer has used tense

Use content and index to locate and retrieve information

Y2 Skills: Writing

Form lower case letters, capital letters and digits of the correct size relative to one another, 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

Use spacing between words that reflects the size of the letters

Develop positive attitudes and stamina for writing by

- writing narratives about personal experiences
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by

- planning or saying out loud what they are going to write about
- write down ideas or key words, including new vocabulary
- encapsulate what they want to say sentence by sentence

Make simple additions, revisions and corrections to their writing. Proof read to check for errors in spelling, grammar and punctuation

Read aloud what they have written with appropriate intonation to make the meaning clear

Segmenting words into phonemes and representing these by graphemes, spelling many correctly

Learning new ways of spelling phonemes for which one or more spellings are already known, including a few common homophones (e.g. there/their/they're, to/two, too)

Learn to spell common exception words (e.g. door, prove, could), contracted forms and the possessive apostrophe e.g. the boy's pencil

Formation of nouns using suffixes such as –ness, –er. Formation of adjectives using suffixes such as –ful, –less. Use of –er and –est in adjectives and –ly to turn adjectives into adverbs

Subordination (using when, if, that, because) and co-ordination (using or, and, but)

Expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon

Correct choice and consistent use of present tense and past tense throughout writing, use of the progressive form of verbs in the present and past tense to mark actions in progress.
e.g. she is drumming, he was shouting

Use of capital letters, full stops, question marks and exclamation mark to demarcate sentences, commas to separate items in a list

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing (noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, tense (past, present), apostrophe, commas)