

## Year 2

Reading - Word Recognition	Reading - Comprehension	Writing - Transcription	Writing - Handwriting	Writing - Composition	Writing - vocabulary, grammar and punctuation
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	develop pleasure in reading, motivation to read, vocabulary and understanding by:	spell by:	form lower-case letters of the correct size relative to one another	develop positive attitudes towards and stamina for writing by:	develop their understanding of the concepts set out in English Appendix 2 by:
read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	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	writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
read accurately words of two or more syllables that contain the same graphemes as above	discussing the sequence of events in books and how items of information are related	learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	consider what they are going to write before beginning by:	learn how to use:

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read words containing common suffixes	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	learning to spell common exception words	use spacing between words that reflects the size of the letters.	planning or saying out loud what they are going to write about	sentences with different forms: statement, question, exclamation, command
read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	being introduced to non-fiction books that are structured in different ways	learning to spell more words with contracted forms		writing down ideas and/or key words, including new vocabulary	expanded noun phrases to describe and specify [for example, the blue butterfly]
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	recognising simple recurring literary language in stories and poetry	learning the possessive apostrophe (singular) [for example, the girl's book]		encapsulating what they want to say, sentence by sentence	the present and past tenses correctly and consistently including the progressive form
read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	distinguishing between homophones and near-homophones		make simple additions, revisions and corrections to their own writing by:	subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
re-read these books to build up their fluency and confidence in word reading.	discussing their favourite words and phrases	add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly		evaluating their writing with the teacher and other pupils	the grammar for year 2 in English Appendix 2

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	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	apply spelling rules and guidance, as listed in English Appendix 1		re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	some features of written Standard English
	understand both the books that they can already read accurately and fluently and those that they listen to by:	write from memory simple sentences dictated by the teacher that include words using		proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
	drawing on what they already know or on background information and vocabulary provided by the teacher	the GPCs, common exception words and punctuation taught so far.		read aloud what they have written with appropriate intonation to make the meaning clear.	
	checking that the text makes sense to them as they read and correcting inaccurate reading				
	making inferences on the basis of what is being said and done				
	answering and asking questions				

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	<p>predicting what might happen on the basis of what has been read so far</p>				
	<p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>				
	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>				