

Spoken Language: End of Year 2 Expectations

Year 2 Expectations: Spoken Language
• Ask questions to gain information and to clarify meaning
• Express themselves using complete sentences when required
• Make more specific vocabulary choices, for example – technical language
• Take turns when talking in pairs or in small groups
• Offer appropriate comments in paired or small group discussion
• Begin to be aware that formal and informal situations require a different role and language
• Retell a familiar story using narrative language and linking words and phrases
• Hold the attention of listeners by adapting the way they talk
• Begin to understand how to speak for different purposes and audiences
• Perform a simple poem from memory

Reading: End of Year 2 Expectations

Year 2 Expectations: Word Reading	Year 2 Expectations: Comprehension
• Decode automatically and fluently	• Talk about and give an opinion on a range of texts
• Read accurately by blending the sounds in words that contain the graphemes taught	• Discuss the sequence of events in books and how they are related to each other
• Recognise and read alternative sounds for graphemes	• Use prior knowledge and context and vocabulary explored to understand texts
• Read accurately words of two or more syllables that contain the same GPCs	• Retell orally some stories, including fairy stories and traditional tales
• Read words containing common suffixes	• Read for meaning, checking that the text makes sense and correcting inaccurate reading
• Read further common exception words	• Know and recognise simple recurring literary language in stories and poetry
• Read and notice unusual correspondence between grapheme and phoneme	• Talk about favourite words and phrases.
• Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending	• Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	• Answer and ask appropriate questions and make predictions on the basis of what has been read so far
• Read books fluently and confidently	• Draw simple inferences from illustrations, events and characters' actions and speech.

Writing: End of Year 2 Expectations

Year 2 Expectations: Transcription	Year 2 Expectations: Composition
Segment spoken words into phonemes and record these as graphemes	Write narratives about personal experiences and those of others (real and fictional)
Spell words with different alternative spellings, including a few common homophones	Write for different purposes, including real events
Spell longer words using suffixes such as ment, ness, ful, less, ly	Plan and discuss the content of writing and write down ideas
Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling	Orally rehearse structured sentences or sequences of sentences
Identify known phonemes in unfamiliar words and use syllables to divide words	Evaluate writing independently, with peers and with teacher
Form lower-case letters of the correct size relative to one another	Proof-read to check for errors in spelling, grammar and punctuation
Begin to use some of the diagonal and horizontal strokes needed to join letters	Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists
Understand which letters, when adjacent to one another, are best left unjoined	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>)
Use spacing between words that reflects the size of the letters	Use present and past tenses correctly and consistently including the progressive form