

End of Year Expectations for Year 2 for New National Curriculum – EXPECTED (At National Standard)

Year 2 Reading	
Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <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. 	<p>Sufficient evidence shows the ability to...</p> <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 Writing			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <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 singular possession e.g. Mark's football. 	<p>Handwriting Evidence:</p> <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. ❑ Some letters are joined correctly, according to the school's handwriting approach. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <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. 	<p>Vocabulary, grammar, punctuation Sufficient evidence shows the ability to...</p> <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.