

About the statements

The statements detailed in this booklet give an overview of the end of year expectations for most children in Year 2. It is important to note that children may find some aspects of English easier than others. For example, a child may find word reading easy but show less confidence in their comprehension or when explaining answers to more detailed questions about what they have read. In writing, some children may have good composition skills and can think of ideas for their writing but show less confidence in their sentence structure and use of punctuation. Please refer to your child's personalised targets which will give more detail about the areas in reading and writing that they should be working on each half term.

In addition to reading and writing, the English curriculum also covers spoken language and listening skills. Talking to your child at home about their ideas and opinions, modelling appropriate conversational skills and encouraging children to listen carefully and respond appropriately to others is also a key part of supporting your child in their English development. The weekly discussion topics on the school newsletter offer a good starting point for purposeful conversations at home.



Useful websites

<https://www.activelearnprimary.co.uk/login?c=0>

The children have their own Active Learn logins which gives them access to a wide variety of games linked to the spelling, punctuation and grammar objectives.

<http://resources.woodlands-junior.kent.sch.uk/literacy/>

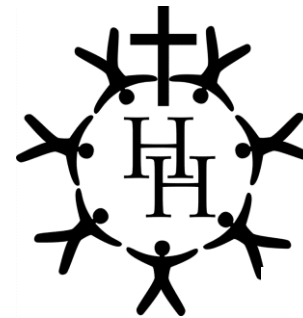
There are lots of links to useful games on this website.

<http://www.bbc.co.uk/newsround>

The Newsround website is a great starting point for discussion topics at home linked to current affairs and topics that interest children. It is advised that children access this site with an adult to ensure all topics are relevant and suitable for their age.

Hanging Heaton C of E (VC) J & I School

Supporting your child at home



Year 2



English

A booklet for parents

Reading expectations

These statements show what most children are expected to be able to do in reading by the end of Year 2:

Word Reading

I can read words quickly because I know how to sound out all parts of a word.
I read by blending together the sounds I know and can read out within a word.
I can read words with two or three syllables.
I can read words with common word endings, such as -ing and -ed.
I can read a range of unusual words from our word lists.
I can read most words quickly and accurately.
When I see a word I have not read before, I can sound out the word without help from an adult.
When I re-read my books, I become better and better at reading the text.

Comprehension

I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.
When I read, I am able to tell you about things in the order they happen and if they are connected.
I can tell you about all the different stories I have read.
I enjoy finding out about non-fiction books and how they are set out.
I can recognise simple language patterns in stories and poems.
I discuss the meaning of words.
I am happy to tell you my favourite words and phrases from my reading.
I can say out loud a number of poems I have learnt.
I understand the books I can read.
I check what I am reading makes sense as I read through it.
I can tell you why certain things happen in a book or why a character says the things they do.
I can answer and ask questions about what I have read.
I like to guess what happens next in a story, using what I already know has gone on before.
I take turns to discuss and listen to others about what I have read.
I can explain and discuss what has happened in books that either I have read or have been read to me.

Writing expectations

These statements show what most children are expected to be able to do in writing by the end of Year 2:

Transcription

I can spell words correctly by saying them out loud.
I am learning new ways for spelling words which sound the same but have different meanings.
I know how to spell words that do not follow a spelling pattern.
I can spell more words by using 'rules' I already know.
I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.
I can show I know the difference between homophones and near-homophones in my spelling.
I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.
I can spell the words correctly in my Year 2 spelling list.
I can write out a sentence told to me by my teacher and use the correct punctuation.

Handwriting

When I write, my letters are the same size.
I am learning which letters to join up in my handwriting, and which ones are best left unjoined.
I can write letters and numbers that are the right way round and the right size.
I know where to leave spaces between words.

Composition

I am beginning to write stories about things that have happened to me or other people.
I am able to write longer stories about real things that have happened.
I can write my own poems.
I like to write for different purposes, for example, for my teacher, myself or for a class assembly.
Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.
I think about what I am going to write by writing down my ideas and important words which will help me.
I can write down brief descriptions about what I want to include in my writing, before I begin.
I can make changes in my writing by listening to what others have to say about it.
Once finished, I will re-read my work to make sure it makes sense.
I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.
I can read aloud my work in a way which helps people understand it.

Grammar and Punctuation

I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.
I can use commas correctly when making a list of things.
I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.
I am learning to write sentences which convey different meaning for different purposes.
I am able to write more interesting sentences by adding further detail.
I try to write in the present or past tense when writing.
I can use words such as when, if, that, because, or, and or but when I write sentences.
I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.
I can add -ful and -less to words to make adjectives.
I know what changes happen to the meaning of words when I add -er, -est and -ly to words.
When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.