



**Christ Church, Church of England (VC) Primary School**

*Aspire, celebrate and learn in an inclusive community*

# NATIONAL CURRICULUM 2014

## Y2

## English

This document contains the Y2 Writing Composition, Handwriting and Transcription, Reading, Speaking and Listening.

### Writing Objectives for the end of Year 2

Learning objectives	Success criteria
1. Y2 WRITING HANDWRITING PRESENTATION Form lower-case letters of the correct size relative to one another.	<i>When I write, my letters are the same size.</i>
2. Y2 WRITING HANDWRITING PRESENTATION 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.	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>
3. Y2 WRITING HANDWRITING PRESENTATION Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	<i>I can write letters and numbers that are the right way round and the right size.</i>
4. Y2 WRITING HANDWRITING PRESENTATION Use spacing between words that reflects the size of the letters.	<i>I know where to leave spaces between words.</i>
5. Y2 WRITING TRANSCRIPTION Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	<i>I can spell words correctly by saying them out loud.</i>
6. Y2 WRITING TRANSCRIPTION 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.	<i>I am learning new ways for spelling words which sound the same but have different meanings.</i>
7. Y2 WRITING TRANSCRIPTION Learning to spell common exception words.	<i>I know how to spell words that do not follow a spelling pattern.</i>
8. Y2 WRITING TRANSCRIPTION Learning to spell more words with contracted forms.	<i>I can spell more words by using 'rules' I already know.</i>
9. Y2 WRITING TRANSCRIPTION Learning the possessive apostrophe (singular) [for example, the girl's book].	<i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i>
10. Y2 WRITING TRANSCRIPTION Distinguishing between homophones and near-homophones.	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>
11. Y2 WRITING TRANSCRIPTION Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>
12. Y2 WRITING TRANSCRIPTION Apply year 2 spelling rules and guidance.	<i>I can spell the words correctly in my Year 2 spelling list.</i>
13. Y2 WRITING TRANSCRIPTION Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>
14. Y2 WRITING COMPOSITION Writing narratives about personal experiences and those of others (real and fictional).	<i>I am beginning to write stories about things that have happened to me or other people.</i>
15. Y2 WRITING COMPOSITION Writing about real events.	<i>I am able to write longer stories about real things that have happened.</i>
16. Y2 WRITING COMPOSITION Writing poetry.	<i>I can write my own poems.</i>
17. Y2 WRITING COMPOSITION Writing for different purposes.	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>
18. Y2 WRITING COMPOSITION Planning or saying out loud what they are going to write about.	<i>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</i>

	<i>my ideas out loud.</i>
<b>19.</b> .Y2 WRITING COMPOSITION Writing down ideas and/or key words, including new vocabulary.	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>
<b>20.</b> .Y2 WRITING COMPOSITION Encapsulating what they want to say, sentence by sentence.	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>
<b>21.</b> .Y2 WRITING COMPOSITION Evaluating their writing with the teacher and other pupils.	<i>I can make changes in my writing by listening to what others have to say about it.</i>
<b>22.</b> .Y2 WRITING COMPOSITION 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.	<i>Once finished, I will re-read my work to make sure it makes sense.</i>
<b>23.</b> .Y2 WRITING COMPOSITION Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>
<b>24.</b> .Y2 WRITING COMPOSITION Read aloud what they have written with appropriate intonation to make the meaning clear.	<i>I can read aloud my work in a way which helps people understand it.</i>
<b>25.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION The present and past tenses correctly and consistently including the progressive form.	<i>I try to write in the present or past tense when writing.</i>
<b>26.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>
<b>27.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]	<i>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>
<b>28.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding the formation of adjectives using suffixes such as -ful, -less.	<i>I can add -ful and -less to words to make adjectives.</i>
<b>29.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>
<b>30.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing.	<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>
<b>31.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.	<i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>
<b>32.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Learning how to use commas for lists.	<i>I can use commas correctly when making a list of things.</i>
<b>33.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Learning how to use apostrophes for contracted forms and the possessive (singular).	<i>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>
<b>34.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Sentences with different forms: statement, question, exclamation, command.	<i>I am learning to write sentences which convey different meaning for different purposes.</i>
<b>35.</b> .Y2 WRITING VOCABULARY GRAMMAR PUNCTUATION Expanded noun phrases to describe and specify [for example, the blue butterfly].	<i>I am able to write more interesting sentences by adding further detail.</i>

## Strategies for supporting writing at home



### Writing

- encourage writing in play and what they do, for example, lists for shopping, record the results for their favourite sports team
- engage with their writing through:
  - saying what you liked in it
  - asking where their ideas have come from
  - asking them to show you where a sentence begins and ends
- help them to organise and sequence their writing by asking them to talk about their ideas or to draw a sequence of simple pictures to show how the main events in a story might be organised.

talk with them about how they might improve or rephrase sections, for example, by including more descriptive detail or using connectives (such as 'and', 'but') to combine sentences.

## Reading Objectives for the end of Year 2

<b>Learning objectives</b>	<b>Success criteria</b>
<b>1.</b> Y2 READING COMPREHENSION 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.	<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>
<b>2.</b> Y2 READING COMPREHENSION Discussing the sequence of events in books and how items of information are related.	<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>
<b>3.</b> Y2 READING COMPREHENSION Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	<i>I can tell you about all the different stories I have read.</i>
<b>4.</b> Y2 READING COMPREHENSION Being introduced to non-fiction books that are structured in different ways.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>
<b>5.</b> Y2 READING COMPREHENSION Recognising simple recurring literary language in stories and poetry.	<i>I can recognise simple language patterns in stories and poems.</i>
<b>6.</b> Y2 READING COMPREHENSION Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	<i>I discuss the meaning of words.</i>
<b>7.</b> Y2 READING COMPREHENSION Discussing their favourite words and phrases.	<i>I am happy to tell you my favourite words and phrases from my reading.</i>
<b>8.</b> Y2 READING COMPREHENSION Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<i>I can say out loud a number of poems I have learnt.</i>
<b>9.</b> Y2 READING COMPREHENSION Drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>
<b>10.</b> Y2 READING COMPREHENSION Checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I read through it.</i>
<b>11.</b> Y2 READING COMPREHENSION Making inferences on the basis of what is being said and done.	<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>
<b>12.</b> Y2 READING COMPREHENSION Answering and asking questions.	<i>I can answer and ask questions about what I have read.</i>
<b>13.</b> Y2 READING COMPREHENSION Predicting what might happen on the basis of what has been read so far.	<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>
<b>14.</b> Y2 READING COMPREHENSION 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.	<i>I take turns to discuss and listen to others about what I have read.</i>
<b>15.</b> Y2 READING COMPREHENSION Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<i>I can explain and discuss what has happened in books that either I have read or have been read to me.</i>
<b>16.</b> Y2 READING WORD READING Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	<i>I can read words quickly because I know how to sound out all parts of a word.</i>
<b>17.</b> Y2 READING WORD READING Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative	<i>I read by blending together the sounds I know and can read out within a word.</i>

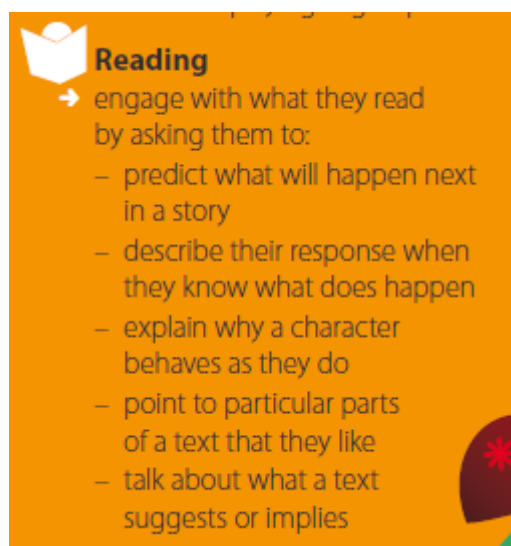
sounds for graphemes.	
<b>18.</b> .Y2 READING WORD READING Read accurately words of two or more syllables that contain the same graphemes as above.	<i>I can read words with two or three syllables.</i>
<b>19.</b> .Y2 READING WORD READING Read words containing common suffixes.	<i>I can read words with common word endings, such as -ing and -ed.</i>
<b>20.</b> .Y2 READING WORD READING Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read a range of unusual words from our word lists.</i>
<b>21.</b> .Y2 READING WORD READING Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	<i>I can read most words quickly and accurately.</i>
<b>22.</b> .Y2 READING WORD READING Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>When I see a word I have not read before, I can sound out the word without help from an adult.</i>
<b>23.</b> .Y2 READING WORD READING Re-read these books to build up their fluency and confidence in word reading.	<i>When I re-read my books, I become better and better at reading the text.</i>

### **Strategies for supporting reading at home**



**Reading**

- read books together, reading a section in turn, and talk about:
  - what happened
  - how the pictures support the story
  - which parts they liked best
- encourage them to choose books independently
- encourage them to decode unfamiliar words independently, but prompt them if they lose the gist of what they're reading.



**Reading**

- engage with what they read by asking them to:
  - predict what will happen next in a story
  - describe their response when they know what does happen
  - explain why a character behaves as they do
  - point to particular parts of a text that they like
  - talk about what a text suggests or implies


## Objectives for Speaking and Listening for the end of Year 2

Learning objectives	Success criteria
1. Y2 SPEAKING SPOKEN LANGUAGE Listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 2.</i>
2. Y2 SPEAKING SPOKEN LANGUAGE Ask relevant questions to extend their understanding and knowledge.	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 2.</i>
3. Y2 SPEAKING SPOKEN LANGUAGE Use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 2.</i>
4. Y2 SPEAKING SPOKEN LANGUAGE Articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 2.</i>
5. Y2 SPEAKING SPOKEN LANGUAGE Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 2.</i>
6. Y2 SPEAKING SPOKEN LANGUAGE Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 2.</i>
7. Y2 SPEAKING SPOKEN LANGUAGE Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 2.</i>
8. Y2 SPEAKING SPOKEN LANGUAGE Speak audibly and fluently with an increasing command of Standard English.	<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 2.</i>
9. Y2 SPEAKING SPOKEN LANGUAGE Participate in discussions, presentations, performances, role play, improvisations and debates.	<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 2.</i>
10. Y2 SPEAKING SPOKEN LANGUAGE Gain, maintain and monitor the interest of the listener(s).	<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 2.</i>
11. Y2 SPEAKING SPOKEN LANGUAGE Consider and evaluate different viewpoints, attending to and building on the contributions of others.	<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 2.</i>
12. Y2 SPEAKING SPOKEN LANGUAGE Select and use appropriate registers for effective communication.	<i>I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 2.</i>

### Strategies for supporting speaking and listening at home

 **Speaking and listening**

- talk with them about their ideas, for example, when painting or modelling
- ask them to retell simple stories in their own words
- encourage their play in different roles
- listen together to stories on CDs, radio or television.

 **Speaking and listening**

- encourage them to develop their ideas by taking longer turns, adding detail and thinking about how ideas connect
- play listening and guessing games where they have to listen and ask questions, for example, 'I spy', '20 questions'
- encourage them to take different roles when playing in groups.