

Spelling

- Words containing: ge, -dge, and sometimes spelt as g else- where in words before e, i, and y
- Soft c before e, i, and y e.g. race, icy, cell..
- Silent letters k, g, wr, e.g. knock, gnat, wrong..
- Words ending in : le, el, -al, -il
- Words ending in 'y', adding es to verbs ending in y.
- Adding -ed, -ing, -er, -est to words ending in y
- Adding -ing, -ed, -er, -est, -y to words ending in -e with a consonant before it OR words of one syllable ending in a single consonant letter after a single vowel letter
- Words containing all or al, o, -ey, w and qu, or after w, (word, work..) ar after w (war, warm..) sound spelt s (television, treasure..)
- Suffixes -ment, -ness, -ful, -less and -ly if suffix starts with a consonant letter add straight on to most root words without any change to the last letter of those words.
- In contractions, the apostrophe shows where a letter or letters would be (e.g. can't- cannot)
- Possessive apostrophe (e.g. Megan's, the girl's)
- Words ending in - tion
- Homophones (their/there/they're) and near homophones (see/sea, bare/bear).
- Common exception words

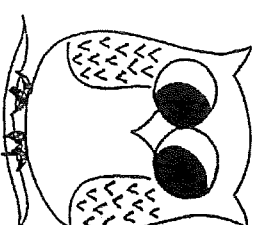
A full list of the end of year spelling expectations can be found on our school website, taken from the

National Curriculum:

Upton Snodsbury

C of E First School

"Where a love of learning grows"



End of Year Expectations for Year 2 in

Reading, Writing and Spelling

This booklet provides information for parents and carers about the end of year expectations for children in our school.

These are the minimum requirements that your child must meet in order to ensure continued progress throughout the following year.

Writing

- Write different kinds of sentence: statement, question, exclamation and command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present and past tense.
- Write with correct and consistent use of: capital letters, full stops, question marks and exclamation marks.
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters the correct size, relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.

Reading

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting and characters in familiar and unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise: commas in lists, apostrophe of omission (it is → it's) possession of a singular noun (boy's), suffixes (ness, ly, ment...)
- Identify past and present tense and why the writer has used a particular tense.
- Use content and index to locate information.