

# Year 2

Key:

Programmes of Study in **bold** print.

**Terminology for pupils:**

noun, noun phrase

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)

## Text

I can use the past and present tense correctly in my writing.

I can use the progressive form of verbs in past and present tenses to mark actions in progress, eg: she is shouting, he was running.

## Sentence

*I can think, say, write sentences and re-read to check them.*

I can use conjunctions for co-ordination – (and), but, so, or.

I can use conjunctions for subordination – when, if, that, because.

*I can use the above conjunctions as openers.*

I can use expanded noun phrases – (the blue butterfly, plain flour, the man in the moon) in my writing.

*I can use a wider range of time openers: One day, First, Next, Then, After, Later, Finally, In the end,*

## Year 2

### Word

I know how to form new nouns by making compound words. (whiteboard, snowman, toothbrush)

I know how to form new nouns by adding the suffixes –ness and –er. (helper, dresser, singer, business.)

I know how to form new nouns by adding the suffixes –ful and –less

I know how to form comparative adjectives by adding the suffixes –er and –est eg: bigger, biggest, smaller, smallest

I know how to form adverbs by adding the suffix –ly to adjectives, eg: quick, quickly, soft, softly (root word requires no change)

I can tell the difference between homophones and near homophones.

### Punctuation

I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

I can use commas to separate items in a list.

I can use apostrophes to show where letters are missing in spelling.

I can use apostrophes to mark singular possession in nouns (the girl's name).

## Spelling

I can spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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
- learning to spell common exception words.

I can apply simple spelling rules and guidance (see English Appendix 1)

I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## Year 2

## Handwriting

I can:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

## Composition

I enjoy writing at greater length by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

I can think of ideas for writing by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

I can improve my writing by

- evaluating their writing with the teacher and other pupils
- 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
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

I can read aloud what they have written with appropriate intonation to make the meaning clear.

## Year 2 Reading

### **Discussing Reading**

I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.

I can explain clearly my understanding of what has been read to me and what I have read myself.

#### **Range of Reading**

I can listen to, discuss and express opinions about a wide range of contemporary fiction and classic poetry, stories, poetry and non-fiction which are beyond the level at which I can read independently.

#### **Familiarity with Texts**

I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

I can recognise simple recurring language in stories and poems.

#### **Poetry and Performance**

I am continuing to appreciate rhymes and poems, building upon the repertoire learned in Year 1.

I can recite some by heart using the intonation and expression to make the meaning clear.

#### **Non-Fiction**

I am beginning to find out about non-fiction texts, learning about how they are structured.

1b

#### **Decoding**

I know all of the phonemes and graphemes from Phases 2,3,4 & 5 and can read them speedily.

I can apply my knowledge of phonics to decode words (by blending) using the phonemes and graphemes from Phases 2-5

I can read the Year 2 Common Exception Words  
I can read common suffixes in the Year 2 curriculum.

I can read multi syllable words containing taught GPCs.

I can read most words accurately and quickly without overt 'sounding out'.

#### **Word Meanings**

I can discuss and clarify the meanings of words, linking new meanings to those already known.  
I can discuss my favourite words and phrases.

#### **Understanding**

I continue to understand texts by using the following strategies:

- Drawing on what I already know.
- Background information, for example, through topic work.
- Help from the teacher to understand specific vocabulary 1a

I can think about whether the text makes sense when I read aloud, and make corrections.

I can discuss the sequence of events in books and how items of information are related. 1b 1c

#### **Inference**

I can make inferences from what characters say and do. 1d

I can ask and answer questions.

I can make predictions about what might happen next from what I already know. 1e

#### **Authorial Intent**

n/a