

Tick Boxes for National Curriculum Targets (England)

Why Play

Learning at Home



Evidence Date			Year 2 Literacy
			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
			read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
			read accurately words of two or more syllables that contain the same graphemes as above
			read words containing common suffixes
			read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
			read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
			read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
			re-read these books to build up their fluency and confidence in word reading
			Reading – comprehension
			develop pleasure in reading, motivation to read, vocabulary and understanding by:
			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
			discussing the sequence of events in books and how items of information are related

Reading – comprehension

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

being introduced to non-fiction books that are structured in different ways

recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided

checking that the text makes sense to them as they read and correcting inaccurate reading

making inferences on the basis of what is being said and done

answering and asking questions

predicting what might happen on the basis of what has been read so far

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

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing – transcription

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

learning to spell more words with contracted forms

learning the possessive apostrophe (singular) [for example, the girl's book]

distinguishing between homophones and near-homophones

add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

write from memory simple sentences dictated that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

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

Writing – composition

develop positive attitudes towards and stamina for writing by:

writing narratives about personal experiences and those of others (real and fictional)

writing about real events

writing poetry

writing for different purposes

consider what they are going to write before beginning 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

make simple additions, revisions and corrections to their own writing by:

evaluating their writing

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]

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

Writing – vocabulary, grammar and punctuation

learning how to use both familiar and new punctuation correctly:

Using capital letters, full stops, question marks and exclamation marks

Joining clauses using a range of conjunctions (subordination – using when, if, that, or, because) (co-ordination – using or, and, but)

Knowing the four types of sentence: statements, questions, exclamations and commands

Using the present tense and past tense correctly and consistently

Using the progressive form of verbs in the present and past tense

Using suffixes such as –ness or –er to form nouns

Using expanded noun phrases (example – the blue butterfly)

Using suffixes such as –ful or –less to form adjectives

Using the suffixes –er or –est in adjectives and –ly to turn adjectives into adverbs

Using commas to separate items in a list

Using apostrophes to mark where letters are missing and to mark singular possession