

# Clarendon Primary School



'Doing our best to achieve our best'

## Year 2

### English End of Year Expectations

This booklet provides a summary of the most significant end of year expectations for children in Year 2 in English

The end of year expectation objectives are worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

## Year 2 End of Year Expectations for English

### Reading

- Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes
- Reads accurately words of two or more syllables that contain the same graphemes as above
- Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered
- Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-reads these books to build up their fluency and confidence in word reading
- Develops 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;
  - becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
  - retelling a range of stories, fairy stories and traditional tales; and
  - being introduced to non-fiction books that are structured in different ways.
- Understand both the books they can already read accurately and fluently and those that they listen to by:
  - checking that the text makes sense to them as they read and correcting inaccurate reading;
  - answering questions; and
  - predicting what might happen on the basis of what has been read so far.
- Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say

### By the end of Y2 a child should be able to:

Read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words.

### Writing

- Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Develops positive attitudes towards, and stamina for, writing, by writing for different purposes
- Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence
- Makes simple additions, revisions and corrections to writing by:
  - proof-reading to check for errors in spelling, grammar and punctuation;
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and
  - 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.
- Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs
- Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Uses the correct choice and consistent use of present tense and past tense throughout a written piece
- Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list

By the end of Y2 a child's: motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly.