

English Objectives Year 2

These are end of year objectives – in other words, what the majority of children will have achieved by the end of the academic year. However, we recognise that some children will not achieve these, depending on their individual needs and support them to make progress against their individual objectives.

By the end of Year 2, children should

Spoken Language:

- ask question to get more information and clarify meaning.
- talk in complete sentences.
- decide when I need to use specific vocabulary.
- take turns when talking in pairs or a small group.
- am aware that formal and informal situations require different language (beginning).
- retell a story using narrative language and linking words and phrases.
- hold the attention of people I am speaking to by adapting the way I talk.
- understand how to speak for different purposes and audiences (beginning).
- perform a simple poem from memory.

Reading: this covers word reading and comprehension.

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.

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
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 by the teacher

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

- 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

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

- apply spelling rules and guidance,

- write from memory simple sentences dictated by the teacher

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 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]

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

Vocabulary, grammar and punctuation

learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

- learn how to use:

sentences with different forms: statement, question, exclamation, command

expanded noun phrases to describe and specify [for example, the blue butterfly]

the present and past tenses correctly and consistently including the progressive form

subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

some features of written Standard English

- use and understand the grammatical terminology in discussing their writing.