**End of Year Expectations in English for Year 2 Children**

Below is what we aim our Year 2 children to have achieved by the time they start Year 3.

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| **Spoken Language**  ***Children to:***  Listen and respond appropriately to adults and peers.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary.  Articulate and justify answers, arguments and opinions.  Give well-structured descriptions for different purposes including expressing feelings, explanations including expressing feelings and narratives including expressing feelings.  Maintain attention.  Participate actively in collaborative conversations, staying on topic.  Initiate conversations.  Respond to comments.  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play/improvisations and debates.  Gain, maintain and monitor the interest of the listener(s).  Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Select and use appropriate registers for effective communication. |
| **Reading**  ***Children to:***  Use their phonics as a route to decode words until automatic decoding has been embedded and reading is fluent.  Read accurately by blending sounds in words that contain the graphemes taught so far.  Read words of two or more syllables.  Read words ending in common suffixes.  Read common exception words, noting the tricky parts of the word and word families.  Read most words quickly and accurately, without overt sounding and blending.  Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  Re-read books to build on fluency and confidence. |
| **Comprehension**  ***Children to:***  Listen to, discuss and express views about a wide range of texts at a level beyond that which they can read independently.  Discuss and sequence the events in a book noting how items of information are related.  Become familiar with and retell a wider range of stories, fairy stories and traditional tales.  Be introduced to how non-fiction texts are structured.  Recognise the repeated language in stories and poems.  Discuss and clarify the meaning of words, linking new meanings to known vocabulary.  Discuss their favourite words and phrases.  Recite poetry by heart.  Check that the text makes sense to them.  Make inferences on what has been said and done.  Answer and ask questions about their reading.  Predict what they think might happen next on the basis of what has been read.  Discuss books, poems and other words taking turns and listening to others.  Explain and discuss their understanding of what they have listened to and that of what they have read by themselves. |
| **Spelling**  ***Children to:***  Spell many words correctly.  Learn new ways of spelling phonemes for which 1 or more spellings are already known and learn some words with each spelling: a few common homophones.  Spell common exception words.  Spell more words with contracted forms.  Spell words using the possessive apostrophe (singular) e.g. *the girl’s book.*  Distinguish between homophones and near homophones.  Add suffixes to spell longer words (-ment, -ness, -ly, -less, -ful) |
| **Writing (Composition)**  ***Children to:***  Write narratives about personal experiences and those of others (real and fictional).  Write about real events.  Write poetry.  Write for different purposes.  Plan or say out loud what they are going to write.  Write down ideas and/or key words including new vocabulary.  Encapsulate what they want to say, sentence by sentence.  Evaluate their writing with the teacher and other children.  Reread 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 read to spelling, grammar and punctuation.  Read aloud what they have written with appropriate intonation to make the meaning clear. |
| **Vocabulary, Grammar and Punctuation**  ***Children to:***  Learn how to use punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas in lists, apostrophes for contracted forms and singular possession.  Use sentences for different forms: statement, question, exclamation and command.  Use expanded noun phrases to describe and specify.  Use the present and past tense correctly and consistently, including the progressive form.  Use subordination (when, if, that, because) and co-ordination (or, and, but).  Use and understand the grammatical terminology when discussing their writing. |
| **Handwriting**  ***Children to:***  Form lower-case letters of the correct size relative to one another.  Start using some of the diagonal and horizontal strokes.  Write capital letters and digits 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. |