

## **Year Two Objectives**

**Pupils should learn how to:**

### **Spoken Language**

#### **Speaking**

- Add detail to their talk to keep the listener interested
- Use emphasis, story language and interesting vocabulary when telling stories
- Use gesture to support talk

#### **Listening**

- Follow up listening with relevant questions
- Comment constructively after listening
- Be able to extract key points when listening to an adult

#### **Discussion**

- Keep on topic during discussion
- Reach agreement in a group
- Ensure all group members have a turn

#### **Drama**

- Make up plays from stories and other stimuli
- Show a character through movement
- Learn and deliver some lines
- Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects

### **Reading**

#### **Becoming a Reader**

- Enjoy books and reading
- Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselves
- Offer opinions and preferences about books, backed up by reasons
- Discuss favourite authors
- Retell a story using words and phrases from the text
- Retell a story from memory, including all the main parts
- Retell a stock of basic stories
- Discuss their favourite words and phrases

#### **Word Reading**

- Blend GPCs to read accurately
- Recognise alternative sounds for graphemes
- Apply phonic knowledge across the curriculum
- **Read words of two or more syllables (EXS KS1)**

- **Read most words containing common suffixes** (link to spelling) **(EXS KS1)**
- **Read most common exception words (National Curriculum Appendix 1) (EXS KS1)**
- Sound out unfamiliar words and use other reading strategies when reading aloud
- Orchestrate a range of reading strategies to decode successfully
- Self-correct when reading aloud

### Fluency

- Re-read books to build fluency and confidence
- Decrease reliance on 'sounding out' in common words
- **Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (EXS KS1)**
- **Sound out most unfamiliar words accurately, without undue hesitation (EXS KS1)**
- Read Year 2 texts with expression and appropriate volume
- Read Year 2 texts with good phrasing
- Read Year 2 texts smoothly with few breaks
- Read Year 2 texts at conversational pace
- Learn some classic poems by heart

### Comprehension – Vocabulary Knowledge

- Use the surrounding text to aid them in understanding unknown vocabulary
- Infer meanings from the vocabulary used
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known

### Comprehension – Imagining

- Develop an active attitude towards imagining by responding to what they have read or listened to e.g. through talk, drama, drawing

### Comprehension – Linking

- Develop understanding by linking reading to prior knowledge and/or background information
- **Make links between the book they are reading and other books they have read (GD KS1)**

### Comprehension – Asking Questions

- Ask questions to themselves as they are reading
- Ask 'Why' and 'I wonder' questions

### Comprehension – Clarifying and Retrieving

- **Check that the text makes sense as they read and correct inaccurate reading (EXS KS1)**

- **Build comprehension by retrieving basic information from a text (EXS KS1)**
- Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions
- Use vocabulary knowledge, including synonyms, to aid comprehension
- Order the events in a text

### **Comprehension – Inferring**

- **Make inferences** about characters, settings and events (EXS KS1 and GD KS1)
- Use vocabulary knowledge, including synonyms, to aid inference

### **Comprehension – Predicting**

- **Make a plausible prediction about what might happen on the basis of what has been read so far (GD KS1)**

### **Comprehension – Summarising**

- **Explain what has happened so far in what they have read (EXS KS1)**

### **Comprehension – Understanding Purpose and Viewpoint**

- No objectives

### **Comprehension – Understanding Text Organisation**

- Recognise and discuss features of different texts
- Recognise and discuss the sequence of events in fiction and how items are related in non-fiction

### **Comprehension – Understanding Writers' Use of Language**

- Recognise recurring story language
- Recognise recurring language in stories and poetry
- Discuss which words and phrases are effective

### **Comprehension - Responding to Texts**

- **Retrieve information from the text to answer questions (EXS KS1)**

### **Becoming a Researcher**

- Use indexes, contents pages, headings and captions to navigate non-fiction texts
- Navigate simple alphabetically ordered texts
- Use screen based and book conventions to find information efficiently and safely

## **Writing**

### **Planning**

- Plan a narrative text
- Plan non-narrative text types
- Include new vocabulary in planning

- Use underlying structures from reading (picture books or short stories) to aid planning
- Use planning to give structure to their writing
- Embed the sentence by sentence process of think, say, write, check

## Composing

- Embed the sentence by sentence process of think, say, write, check
- **Write about personal experiences and real events (EXS KS1)**
- **Write a coherent story for an (often real) audience (EXS KS1)**
- Write non-narrative text types for a clear purpose and a specific (often real) audience
- Write a poem based on a given structure
- **Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)**
- Use the key narrative writing skills of telling and description (see Appendix C)
- Use the key non-narrative writing skills of informing, recounting, instructing and persuading (see Appendix C)
- Ensure that there is a clear structure to their writing
- Develop an idea over several sentences
- Use adventurous vocabulary
- Add detail to writing when it is necessary
- Make their writing lively and interesting for the reader
- Link ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing...
- Build writing stamina through writing longer pieces
- Re-read writing for sense
- Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 2)
- Improve their writing by using new vocabulary (from Appendix B – year 2)

## Evaluating

- Embed the sentence by sentence process of think, say, write, check
- Re-read writing for senses
- Ensure that there is a clear structure in their writing
- Check writing for consistent use of tense
- Evaluate their writing with others and by themselves
- Use expression when reading aloud their writing
- **Edit their work by making simple additions and revisions (GD KS1)**
- **Proof read their work for spelling, grammar and punctuation errors (GD KS1)**

## Grammar

- Use correct grammatical terminology when discussing their writing
- Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions

- **Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1)**
- Recognise and write statements
- Recognise and write questions
- Recognise and write exclamations
- Recognise and write commands
- **Join sentences with 'or' and 'but' (EXS KS1)**
- **Use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)**
- Avoid using 'and', 'but' or 'so' after a full stop
- Write and use expanded noun phrases
- Form nouns by using suffixes such as -ness and -er.
- Use precise and appropriate verbs when writing
- **Write consistently in 'past' or 'present' tense (EXS KS1)**
- Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing
- Recognise and know the purpose of adjectives
- Form adjectives using -ful, -er, -est and -less (link with spelling)
- Recognise and know the purpose of -ly adverbs
- Form and use adverbs by adding -ly to adjectives
- Learn to use some features of written standard English

## Punctuation

- Use correct grammatical terminology when discussing their writing
- Understand that an apostrophe is used for omission and possession
- **Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2)**
- **Use apostrophes for singular possession (contributes to GD KS1)**
- Avoid using conjunctions and full stops together
- **Use commas for lists (contributes to GD KS1, WTS KS2)**

## Transcription

### Spelling

- **Segment words into individual phonemes to aid correct spelling (WTS KS1 and EXS KS1)**
- **Choose the correct grapheme where there are several options (EXS KS1)**
- Use the frequency and usual position of graphemes to make a spelling choice
- **Spell y2 common exception words correctly (National Curriculum Appendix 1) (contributes to WTS/EXS/GD KS1)**
- Investigate spelling patterns and conventions
- Spell words ending with the 'i' sound spelt y e.g. fry
- Spell words where -es is added to a word ending in y e.g. flies
- Spell words with the 's' sound spelt c before e, i and y e.g. city
- Spell words beginning with the 'r' sound spelt wr e.g. wrote
- Spell words ending with the 'ee' sound spelt ey e.g. monkey

- Spell words with the 'u' sound spelt o e.g. Monday
- **Spell words with the suffix -ly e.g. badly (GD KS1)**
- Spell contracted words using the apostrophe e.g. can't
- Spell frequently confused common homophones e.g. here and hear
- Spell words with the 'j' sound spelt j, g, ge and dge
- Spell words with the 'or' sound spelt a before an l or a ll e.g. call
- Spell words with the 'or' sound spelt ar after w e.g. warm
- Spell words with the 'o' sound spelt a after w and qu e.g. watch
- Spell words with the 'ur' sound spelt or after w e.g. word
- **Spell words with the suffixes -ful and -less (GD KS1)**
- Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried
- Spell **two syllable** words ending in -tion e.g. station
- Use the possessive apostrophe with singular nouns e.g. Sid's
- Spell words ending in the 'l' sound and spelt -le e.g. table
- Spell words ending in the 'l' sound and spelt -el e.g. camel
- Spell words ending in the 'l' sound and spelt -al e.g. pedal
- Spell words ending in the 'l' sound and spelt -il e.g. fossil
- Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw
- Spell the 'zh' sound spelt s e.g. treasure
- **Spell words with the suffix -ment e.g. enjoyment (GD KS1)**
- **Spell words with the suffix -ness e.g. sadness (GD KS1)**
- Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest
- Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping
- Spell further common homophones e.g. there, their and they're
- Write simple dictated sentences using spelling and punctuation knowledge taught so far
- Apply spellings and spelling conventions taught in their own work

## Handwriting and Presentation

- **Form lower case letters of the correct size relative to one another (WTS KS1)**
- **Write upper case letters and digits of the correct size, orientation and relationship to other letters and digits (EXS KS1)**
- **Write legibly (WTS KS2)**
- **Use diagonal and horizontal strokes to join letters together (GD KS1)**
- Know which letters not to join
- **Ensure spacing between words is appropriately sized (EXS KS1)**
- **Type simple sentences accurately**