

Year 2 Reading			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to... Apply phonic knowledge and skills consistently to decode quickly and accurately. Decode alternative sounds for graphemes. Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. Read most words without overtly segmenting and blending, once they are familiar. Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.</p>		<p>Sufficient evidence shows the ability to... Fully engage with reading and take pleasure from books and texts. Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. Show understanding of texts read independently; self-correct. Know and retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books, and how items of information are related. Make inferences on the basis of what is said and done; predict according to what has been read so far. Discuss and express views about a range of non-fiction texts which are structured in different ways. Discuss and clarify the meaning of new words; discuss favourite words and phrases. Recognise simple recurring literary language in stories and poetry. Recite a repertoire of poems learnt by heart, using appropriate intonation.</p>	
Year 2 Writing			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to... Write from memory, simple dictated sentences which include familiar words and GPCs. Spell common decodable two and three syllable words which include familiar graphemes. Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</p>	<p>Handwriting Evidence: Holds pencil correctly. Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach.</p>	<p>Composition: structure and purpose Sufficient evidence shows the ability to... Compose sentences orally. Use the drafting process to gather and write down ideas and key words. Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Write about real events, maintaining form and purpose. Compose orally and write poetry in a variety of forms. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.</p>	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Co-ordinate sentences using and, or, but. Sometimes use subordination e.g. when, if, because. Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. Identify word classes: noun, adjective, verb and adverb. Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.</p>

			Use appropriate features of Standard English.
Greater Depth			<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly • spell most common exception words* • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* • use the diagonal and horizontal strokes needed to join some letters. <p>* These are detailed in the word lists within the spelling appendix to the national curriculum</p>