



Reading

By the end of Year 2 your child should be able to:

- Read accurately more complex words of 2 or more syllables e.g. *downstream, comfortable*
- Self-correct when reading doesn't make sense
- Read aloud with fluency and expression
- Comment on the plot, setting & characters in both familiar and unfamiliar stories
- Recount the main themes and events in a story
- Comment on the structure of a text
- Identify their favourite words and phrases in a text
- Use the features of a non-fiction text to locate information
- Take account of punctuation to help with fluency & expression
- Recognise speech marks and contractions e.g. *I'm, don't, didn't*
- Identify past and present tense
- Discuss the meaning of words, linking new meanings to known vocabulary
- Recognise recurring language in stories e.g. *Run, run as fast as you can! You can't catch me I'm the Gingerbread Man!*



Writing

By the end of Year 2 your child should be able to:

- Recognise and write different types of sentences: statements, questions, exclamations and commands
- Write expanded noun phrases to add description e.g. changing '*The house...*' into '*The **spooky** house **on the hill...***'
- Use joining words (because, so, as) to expand ideas and create longer sentences
- Use correct and consistent use of present and past tense
- Use *full stops, capital letters, question marks, exclamation marks, commas in a list and apostrophes* correctly and consistently
- Use a range of sentence openers to interest the reader
- Use diagonal and horizontal strokes to join handwriting
- Spell high frequency words correctly
- Accurately spell phonically decodable two and three syllable words
- Choose the correct grapheme when there is more than one option e.g. *ee, ea, e-e, ey*.
- Add suffixes (ed, ing, ies, er, y, est, es) to the ends of words e.g. fly– *flies, flying*
- Spell frequently confused homophones e.g. *hear, here*
- Spell the days of the week and months of the year accurately, with capital letters

