

Year 2 Reading Expectations



Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes

Reads accurately words of two or more syllables that contain the same graphemes as above

Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered

Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-reads these books to build up their fluency and confidence in word reading

Develops pleasure in reading, motivation to read, vocabulary and understanding by:

1. 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;
2. discussing the sequence of events in books and how items of information are related;
3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
4. retelling a range of stories, fairy stories and traditional tales; and
5. being introduced to non-fiction books that are structured in different ways.

Understand both the books they can already read accurately and fluently and those that they listen to by:

1. checking that the text makes sense to them as they read and correcting inaccurate reading;
2. answering questions; and
3. predicting what might happen on the basis of what has been read so far.

Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words.

Year 2 Writing Expectations

Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Develops positive attitudes towards, and stamina for, writing, by writing for different purposes

Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence

Makes simple additions, revisions and corrections to writing by:

1. proof-reading to check for errors in spelling, grammar and punctuation;
2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and
3. 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.

Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs

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

Uses the correct choice and consistent use of present tense and past tense throughout a written piece

Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences

Use commas to separate items in a list

By the end of Y2, a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly. They spell words in a phonically plausible way, even if sometimes incorrectly; they use age-appropriate vocabulary, grammar and punctuation concepts correctly.