



# End of Year Expectations

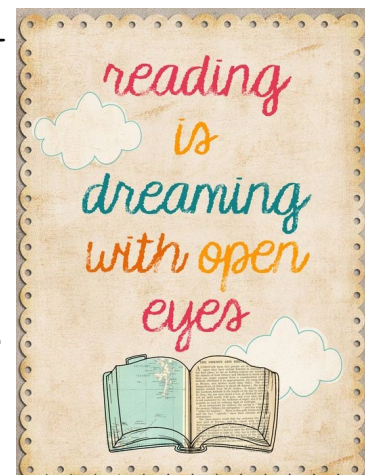
## Reading

### Word Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

### Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions and predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



# End of Year Expectations Writing

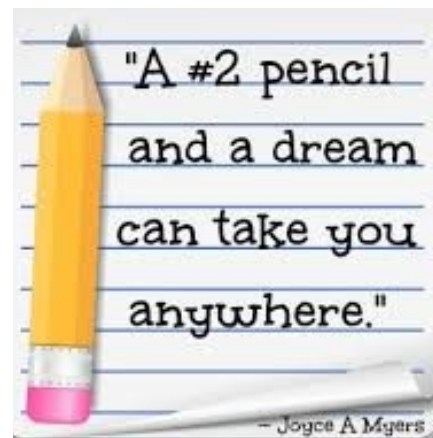
## Transcription

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

## Composition

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear



# End of Year Expectations

## Creative Writing



What happened next?

Meanwhile, a letter was sent to Lord Montague saying on the 5th of November the Houses of Parliament will receive a bill. Lord Montague immediately gave the letter to King James. He ordered <sup>the guards</sup> them to search all around the House of Parliament. They arrested him and took him to the Tower of London. The soldiers held him with the other prisoners <sup>but he wouldn't</sup>. Next, they tortured him. Three days later he told them who the other conspirators were.

Living in a slimy, pitch-black, gloomy dungeon is a enormous, evil monster called Tackylaya <sup>and</sup> she is a tridops.

Tackylaya is as big as an elephant because she ate 500 buggalos a day. She's got bright red, lumpy scars under her lava red, hairy ear. Her jet black, enormous eyes <sup>H</sup> lazer people if they stare at her. Tackylaya's sharp, razor-bladed teeth are super sharp so she can eat the buggalon. <sup>H</sup> Her daws are as sharp as a lion's teeth and they are baby blue. She has 4 lime green, spiky horns as sharp as knives. Her tail is as long as a <sup>python</sup> tree and it can whip its victims out of the way. She has a budy brown, spiky, rickers as brown as a bear. Her axe is as sharp as a tiger's teeth. What a hideous monster she is!!

# Grammar and Terminology

<p><b>Noun</b></p> <p>Something that exists : a word that names a person, place, thing, idea, quality, or action.</p> <p>e.g. Charles, Neston, grapefruit, happiness</p>	<p><b>Verb</b></p> <p>A word that shows an action, an occurrence or state of being.</p> <p>'a doing word'</p> <p>e.g. jump, helping</p>	<p><b>Adjective</b></p> <p>A word that describes or modifies a noun or pronoun.</p> <p>e.g. blue, happy, nice, kind</p>	<p><b>Suffixes</b></p> <p>Letters that can be added to the end of the verb to change its meaning</p> <p>e.g help, helping, helped, helper</p>	<p><b>Formation of nouns using suffixes</b></p> <p>e.g.—est, er</p> <p>happiest, helper</p>
<p><b>Sentence</b></p> <p>A group of words that have meaning.</p> <p>Sentences can take different forms: statement, question, exclamation, command.</p> <p>They must have a capital letter and full stop.</p> <p>Children must put spaces between each word (finger spaces)</p>		<p><b>Conjunctions</b></p> <p>A word or phrase that links phrases, clauses or sentences. These maybe:</p> <p><u>Co-ordination</u> : and, but, or</p> <p><u>Subordination</u>: when, if, that, because</p>	<p><b>Expanded noun phrases</b></p> <p>Using words to describe the noun in a sentence (using adjectives)</p> <p>e.g. a beautiful blue butterfly</p>	<p><b>Formation of adjectives using suffixes</b></p> <p>E.g. -ful,-less, -ly,</p> <p>helpful, painless, happily</p>
<p><b>Capital letters</b></p> <p>A capital letter is needed for:</p> <ul style="list-style-type: none"> <li>- the start of sentences</li> <li>- names</li> <li>- personal pronouns (I)</li> </ul>	<p><b>Question marks</b></p> <p>Question mark to be used at the end of a question.</p> <p>e.g. Where is the cat?</p>	<p><b>Exclamation mark</b></p> <p>Exclamation marks to be used to demarcate an exclamation sentence.</p> <p>e.g. What an amazing machine you've created!</p>	<p><b>Apostrophes</b></p> <p>Use of apostrophes to show missing words in contracted words.</p> <p>e.g. do not—don't</p>	<p><b>Comma</b></p> <p>A comma can be used to separate items in a list.</p> <p>e.g. To make the cake I will need: flour, eggs, sugar and milk.</p>
<p><b>Past Tense</b></p> <p>Use the correct verb form to show that something has happened in the past.</p> <p>e.g. The boy jumped in the air</p>	<p><b>Present Tense</b></p> <p>Use of correct verb form to show the action is in progress.</p> <p>e.g. The boy is jumping in the air.</p>			

# Spelling Lists and High Frequency Words

Practise reading and spelling the words in the High Frequency Word Lists (see Homework Pack).

You can also support your child's spelling by visiting 'Phonics Play' and 'Spelling Play' (subscription required).

## Common Exception words in Year 2

door	floor	poor	because
find	kind	mind	behind
child	children	wild	climb
most	only	both	told
old	gold	cold	hold
every	everybody	even	pretty
great	break	steak	beautiful
fast	last	past	after
father	class	grass	pass
path	bath	plant	hour
move	prove	improve	sure
sugar	eye	whole	clothes
could	should	would	who
any	many	busy	again
people	Mr	Mrs	parents
Christmas	money	half	about



# Supporting your child

## Reading

- Listen to your child read at least three times a week, but ideally daily, to become fluent readers.
- Focus on questioning, retelling and prediction. Use the question generator prompt sheet in the homework resource pack, for question ideas.
- Modelled reading of appropriate pace and expressions e.g. when reading a bedtime story.
- Practice reading word lists in the homework resource pack (flash cards can be fun).

## Writing

Encourage your child to write at home in a variety of ways. This may include:

- Keeping a diary
- Writing letters to their teacher / an author; writing postcards and lists i.e. shopping, Christmas.
- Taking notes of trips or outings.

Further ways to support your child's writing:

- Provide an suitable place for your child to write.
- Create spider diagrams. Talk with your child as much as possible about their ideas and have them share and explain their ideas.
- Show an interest in and ask questions about the things your child says and tries to write.
- Promote independent research through: a visit, the use of the Internet and books, for children to present the information gathered in their own words. This can then be presented in different formats, including as a learning talk to their peers.
- Use the 'Homework Resource Pack' to help when completing written homework tasks.

Word games to support writing:

- 'My grandmother's cat is' - Take it in turns to add a new adjective to describe the cat. Alternatively, use adjectives for each letter of the alphabet.
- Making rhymes e.g. words that rhyme with colours. Rhyming tennis.
- 'How many words' - Think of as many words as possible to describe a person, building, food, music and the way animals move.
- Story telling- Verbally start a story and take turns adding to the story.

## Handwriting

To help your child improve their handwriting, encourage them to practise by copying out texts such as: poems, instructions or an extract from book.

Further support:

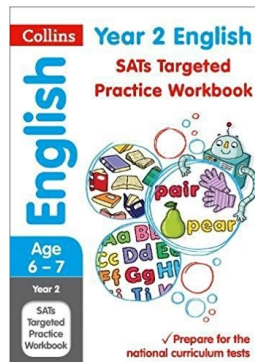
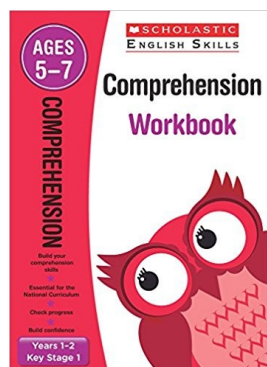
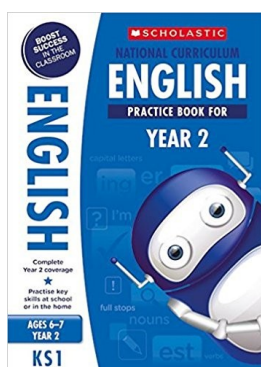
- Read through homework activities together. Allow your child to be the 'leader' in the activity. They will learn more by explaining their thinking and the strategies that they are using.
- Listen as much as possible to how they do things in class, rather than giving methods of your own.
- Try to make the activities enjoyable. They are more likely to succeed if you give them plenty of encouragement and make it fun!
- If the activity is taking too long, leave it at a suitable point. It is more important that the children have a go than that they struggle on for ages.

# Websites, Apps and Resources

Some useful websites your children may find useful:

- Crickweb [www.crickweb.co.uk](http://www.crickweb.co.uk)
- ICT Games [www.ictgames.co.uk](http://www.ictgames.co.uk)
- KS1 Bitesize Literacy [www.bbc.co.uk/bitesize/ks1/literacy/](http://www.bbc.co.uk/bitesize/ks1/literacy/)
- Sentence Play [www.sentenceplay.co.uk](http://www.sentenceplay.co.uk)
- Phonics Play [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- Top Marks [www.topmarks.co.uk](http://www.topmarks.co.uk)

Android and Apple have a huge range of learning apps and these are ever changing and expanding. Here is a selection of well known apps - some are free, others require a one-off payment.



There are many different work books that could help your child. They are easily found on Amazon or at places like WHSmiths.

You can search for 'Year 2 Worksheets' online and find many free resources too.