

English Learning Objectives- YEAR 2

Reading - Word reading
To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
To read accurately by blending the sounds in words that contain the graphemes taught so far, especially by recognising alternative sounds for graphemes
To read accurately words of two or more syllables that contain the same graphemes as above
To read words containing common suffixes
To read further common exceptions words, noting unusual correspondences between spelling and sounds and where these occur in the word
To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
To read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
To re-read these books to build up fluency and confidence in word reading
Reading - Comprehension
To develop pleasure in reading, motivation to read, vocabulary and understanding
To listen to, discuss and express 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
To discuss the sequence of events in books and how items of information are related
To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
To be introduced to non-fiction books that are structured in different ways
To recognise simple recurring literary language in stories and poetry
To discuss and clarify the meaning of words, linking new meanings to known vocabulary
To discuss their favourite words and phrases
To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
To understand both the books that they can already read accurately and fluently and those that they listen to
To draw on what they already know or on background information and vocabulary provided by the teacher
To check that the text makes sense to them as they read and correct inaccurate reading
To make inferences on the basis of what is being said and done
To answer and ask questions
To predict what might happen on the basis of what has been read so far

Writing - Transcription
See Appendix 1
To segment spoken words into phonemes and represent these by graphemes, spelling many correctly
To learn 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
To learn to spell common exception words
To learn to spell more words with contracted forms
To learn the possessive apostrophe (singular)
To distinguish between homophones and near homophones
To add suffixes to spell long words, including -ment, -ness, -ful, -less, -ly
To apply spelling rules and guidance, as listen in Appendix 1
To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Writing - handwriting
To form lower case letters of the correct size relative to one another
To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
To use spacing between words that reflect that size of the letters

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

Writing - Vocabulary, Grammar and Punctuation
To develop their understanding of the concepts set out in English Appendix 2
To learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the

possessive (singular)
To use sentences with different forms: statement, question, exclamation, command
To use expanded noun phrases to describe and specify
To use the present and past tenses correctly and consistently including the progressive form
To use subordination (using when, if that, or because) and co-ordination (using or, and, or but)
To use the grammar for Year 2 in English Appendix 2
To use some features of written Standard English
To use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Spoken Language
To listen and respond appropriately to adults and their peers
To ask relevant questions to extend their understanding and knowledge
To use relevant strategies to build their vocabulary
To articulate and justify answers, arguments and opinions
To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
To speak audibly and fluently with an increasing command of Standard English
To participate in discussions, presentation, performance, role play, improvisations and debates
To gain, maintain and monitor the interest of the listener
To consider and evaluate different viewpoints, attending to and building on the contributions of others
To select and use appropriate registers for effective communication