



English

Key Learning Indicators of Performance in Reading: Year 2

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none">▶ <u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u>▶ Re-read books to build up fluency and confidence in word reading.▶ <u>Read frequently encountered words quickly and accurately without overt sounding and blending.</u>▶ <u>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</u>▶ <u>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i></u>▶ Read longer and less familiar texts independently.▶ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.▶ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</i> ▶ Read further common exception words, noting tricky parts (see below).	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none">▶ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.▶ Orally retell a wider range of stories, fairy tales and traditional tales.▶ <u>Sequence and discuss the main events in stories and recounts.</u>▶ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.▶ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).▶ Learn and recite a range of poems using appropriate intonation.▶ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none">▶ Identify, discuss and collect favourite words and phrases.▶ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.▶ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i>▶ Uses tone and intonation when reading aloud.▶ Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i>▶ <u>Check that texts make sense while reading and self-correct.</u>▶ <u>Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</u>▶ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.▶ <u>Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></u>▶ <u>Make predictions based on what has been read so far.</u>▶ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i>▶ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. <p>Participating in discussion</p> <ul style="list-style-type: none">▶ Participate in discussion about what is read to them, taking turns and listening to what others say.▶ Make contributions in whole class and group discussion.▶ Consider other points of view.▶ Listen and respond to contributions from others.



English

Key Learning Indicators of Performance in Reading: Word Lists

Year 1 Common Exception Words

the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

Year 2 Common Exception Words

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



English

Key Learning Indicators of Performance in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).</u> ▶ Use sentences with different forms: statement, question, command, exclamation. ▶ Secure the use of full stops, capital letters, exclamation marks and question marks. ▶ Use commas to separate items in a list. ▶ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> ▶ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> ▶ <u>Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></u> ▶ <u>Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></u> ▶ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> ▶ Select, generate and effectively use verbs. ▶ Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. ▶ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▶ Use present tense for non-chronological reports and persuasive adverts. ▶ Select, generate and effectively use nouns. ▶ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Orally rehearse each sentence prior to writing. ▶ Develop a positive attitude to writing. ▶ <u>Develop stamina for writing in order to write <i>at length.</i></u> ▶ Write about real and fictional events. ▶ Write simple poems based on models. ▶ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▶ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Edit and improve own writing in relation to audience and purpose. ▶ <u>Evaluate their writing with adults and peers.</u> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▶ Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop.</i> <p>Performing</p> <ul style="list-style-type: none"> ▶ Read aloud their writing with intonation to make the meaning clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u> ▶ Learn new ways of spelling phonemes for which one or more spellings are already known. ▶ <u>Learn to spell common exception words (see below).</u> ▶ Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i> ▶ Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i> ▶ To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear; sea</i> and <i>see; bear</i> and <i>bare; night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet; one</i> and <i>won; are</i> and <i>our</i>). ▶ Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i> ▶ Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i> ▶ Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i> ▶ Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i> ▶ Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully.</i> <p>Spell words with:</p> <ul style="list-style-type: none"> - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i> - the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i> - the /l/ or /əl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple.</i> - the /l/ or /əl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Form lower-case letters of the correct size relative to one another.</u> ▶ Orientate capital letters correctly. ▶ Use capital letters appropriately e.g. <i>not always writing <i>A</i> as a capital, not using capitals within words.</i> ▶ Write capital letters and digits of the correct size relative to one another and to lower case letters. ▶ 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. ▶ Use spacing between words which reflects the size of the letters.



English

Key Learning Indicators of Performance in Writing: Year 2

<ul style="list-style-type: none"> ▶ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▶ Select, generate and effectively use adjectives. ▶ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▶ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▶ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▶ Select, generate and effectively use adverbs. ▶ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 		<ul style="list-style-type: none"> - the /l/ or /əl/ sound spelt –al at the end of words, e.g. <i>pedal, capital</i>. - the ending –il e.g. <i>pencil, fossil, nostril</i>. - the /aɪ/ sound spelt –y at the end of words, e.g. <i>try, reply</i>. - The /ɔ:/ sound spelt a before l and ll, e.g. <i>call, walk</i>. - The /ʌ/ sound spelt o, e.g. <i>mother, Monday</i>. - The /i:/ sound spelt –ey, e.g. <i>key, donkey</i>. - The /ɒ/ sound spelt a after w and qu, e.g. <i>wander, quantity</i>. - The /ɜ:/ sound spelt or after w, e.g. <i>word, worm</i>. - The /ɔ:/ sound spelt ar after w, e.g. <i>war, warm</i>. - The /z/ sound spelt s, e.g. <i>television, usual</i>. ▶ Add –es to nouns and verbs ending in –y, e.g. <i>copies, babies</i>. ▶ Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. <i>copied, copier</i>. ▶ Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▶ Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▶ Spell words ending in –tion, e.g. <i>station, fiction</i> ▶ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	
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he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

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most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	