

By the end of Year 2 we expect your child to be able to the following at Age Related Expectations in **writing**:

- **Write for different purposes including fiction, real events and poetry.**
- **Plan and draft their work; writing down ideas, vocabulary and key words they would like to include for their final piece.**
- **Discuss their work once it is completed; checking their grammar, spelling and punctuation, and correcting any errors.**
- Re-read their work, checking it makes sense and correcting any errors.
- Use capital letters for almost all proper nouns
- Use adjectives, adverbs and expanded noun phrases
- **Write correctly in the past and present tense**
- **Use a range of conjunctions (and, so, but, because, when, if, etc)**
- Write grammatically correct sentences including statements, questions, exclamations and commands.
- **Use punctuation including: capital letters, full stops, exclamation marks, question marks, commas and apostrophes.**
- Write from memory, sentences dictated by an adult.
- Spell words correctly that have been sent home during the year for spelling tests.
- **Segment words carefully considering the new ways they have been taught to write different phonemes, e.g. /ee/ happy, Charlie, plead.**
- **Spell words correctly with suffixes including words ending with ment, ness, ful, less, ly, er, est.**
- Hold a pencil comfortably and correctly.
- **Form almost all lower case letters, capital letters and digits correctly with legible handwriting.**
- Use joined up handwriting.
- Use finger spaces between words.

By the end of Year 2 we expect your child to be able to the following at Age Related Expectations in **reading**:

- **Use phonic knowledge to segment and blend unknown words quickly and accurately.**
- Read most words on sight accurately (see separate list).
- Use phonic knowledge to read words with alternative sounds (e.g. knowing that in the word 'cake' the /a-e/ makes the /ai/ sound)
- **Read words with 2 or more syllables**
- **Read words with different endings: ment, less, ly, ness, ing etc.**
- **Read with confidence and fluency.**
- **With books matched to their ability; read most words accurately without undue hesitation.**
- Regard reading as a pleasurable activity.
- **Demonstrate an understanding of a wide range of poetry, stories, and non-fiction that is read independently, and of more challenging books that are listened to; participating in discussions and listening to others.**
- **Retell events in books and understand how they relate to each other.**
- **Retell a wide range of stories, fairy stories and traditional tales.**
- **Recognise how non fiction books are structured differently.**
- Recognise simple recurring literary language in stories and poetry.
- Share favourite words and phrases, and clarify the meaning of new words through discussion, and by making links to known vocabulary.
- Learn and recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear.
- Demonstrate understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided.
- **Construct meaning whilst reading independently, self-correcting where the sense of the text is lost.**
- Make predictions on what has been read.
- **Ask and answer questions appropriately, including those based on inference of what is said and done, and those based on prediction on the basis of what has been read so far.**