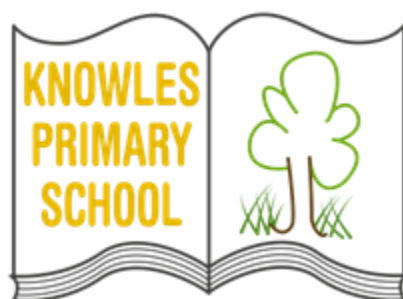


# Knowles Primary School



## End of Year Expectations For Year 2

This booklet provides information for parents and carers on the end of year expectations for Reading and Writing for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.



## Reading

- Can read all of the Year 1-2 key words (see back of leaflet)
- Uses phonics (knowledge of letters and sounds) to 'sound out' unknown words including vowel phonemes (sounds) that have several representations e.g.

|                       |                     |                 |                    |                   |
|-----------------------|---------------------|-----------------|--------------------|-------------------|
| ai, ay, a-e,<br>ey, a | ee, ea, y,<br>ey, e | ie, igh, i-e, y | oa, ow, o, o-<br>e | u-e, u, ew,<br>ue |
| train                 | feet                | tie             | boat               | Tube              |
| play                  | tea                 | light           | snow               | Emu               |
| face                  | very                | kite            | no                 | new               |
| they                  | money               | cry             | bone               | value             |
| lady                  | me                  |                 |                    |                   |

- Can read aloud with expression, showing awareness of different punctuation including: full stops, commas, question marks and exclamation marks
- Can read words with contractions (I'm, we'll) and understand that the apostrophe represents the omitted letters

## Reading Comprehension

- Can re-tell an unknown story – beginning, middle and end
- Having read a text, can find the answers to questions, both written and oral
- Can ask questions before reading a non-fiction text and look for answers within the text when reading
- Can talk about how different words and phrases affect meaning
- Can use age-appropriate dictionaries and thesauri to find the meaning of unknown words
- Can demonstrate how to use information books (e.g. by using layout, index, contents, glossary)
- Can recognise that there are different viewpoints in a story
- Can discuss reasons for events in stories by beginning to use clues in the story
- Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions
- Can make predictions about a text using a range of clues

## Writing

- Can organise story writing (e.g. opening to set the scene, plot development, related ending)
- Can use the same tense and viewpoint throughout a piece of writing
- Can organise non-fiction writing (e.g. sub-headings, paragraphs)
- Can re-read writing to make sure it **makes sense**
- Can make simple additions, revisions and corrections by **editing writing independently**
- Can use the conjunctions **'and'**, **'then'**, **'but'**, **'so'** and **'or'** correctly to join simple sentences to make a compound sentence
- Can use the conjunctions **'when'**, **'if'**, **'that'** and **'because'** to add more related detail to a sentence (a complex sentence – a main clause and a subordinate clause)
- Can use **ambitious adjectives** to engage the reader (e.g. to describe feelings, personality)
- Can use **adverbs** to describe how things happen (e.g. slowly, carefully)
- Can use **adverbs to change sentence openers** - how, when, where something happens
- Can use **nouns** to be specific (e.g. Ferrari instead of car)
- Can replace some nouns with **pronouns** (e.g. he, they, it) to avoid repetition
- Can use **capital letters consistently** in writing to show the beginning of a sentence and proper nouns
- Can use **full stops consistently** in writing to show the end of a sentence
- Can use **exclamation marks consistently** in writing (to show when something is surprising or exciting)
- Can use **question marks consistently** in writing
- Can use **apostrophes of omission** to show where letters are missing (e.g. don't, can't, she's)
- Can use **apostrophes of possession** to show when something belongs to one person e.g. the girl's name

## Word list for Year 1 and Year 2

|        |         |        |         |         |        |
|--------|---------|--------|---------|---------|--------|
| about  | after   | again  | an      | another | as     |
| back   | ball    | be     | because | bed     | been   |
| boy    | brother | but    | by      | call    | called |
| came   | cold    | Can't  | could   | did     | dig    |
| do     | don't   | door   | down    | draw    | eat    |
| find   | first   | from   | girl    | give    | going  |
| good   | got     | had    | half    | has     | have   |
| help   | her     | here   | him     | his     | home   |
| house  | how     | if     | jump    | just    | kind   |
| last   | laugh   | little | live    | lived   | love   |
| made   | make    | man    | many    | may     | more   |
| much   | must    | name   | new     | never   | next   |
| night  | not     | now    | off     | old     | once   |
| one    | open    | or     | our     | out     | over   |
| people | please  | pretty | pull    | push    | put    |
| ran    | saw     | school | seen    | shall   | should |
| sister | so      | some   | start   | take    | than   |
| thank  | that    | their  | them    | then    | there  |
| these  | three   | time   | too     | took    | tree   |
| two    | us      | very   | want    | warm    | wash   |
| water  | way     | were   | what    | when    | where  |
| which  | who     | will   | with    | would   | your   |

