



# English Targets Year 2



*"Bringing out the best in everyone"*

## The English Curriculum

- A stronger emphasis on **vocabulary development, grammar, punctuation and spelling** (for example, the use of commas and apostrophes will be taught in KS1)
- **Handwriting** is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills

We assess the children against the "Age Related Expectations".

Children will now be assessed as working as:

**Working Towards ARE**

**Working at ARE**

**Working at Greater Depth (applying)**

English is split into three main areas these are **Speaking, Reading** and **Writing**. This booklet aims to provide you with the information to show you what your child is expected to achieve in each of these three areas by the end of Year 2. It clearly shows the learning objectives we will be assessing against throughout the year.

We hope you find this information useful and as always please do not hesitate to contact us if you need further advice.

## Targets in Spoken Language

- Talk about topics that are of interest to them or which they enjoy.
- Ask questions to gain information and to clarify meaning.
- Begin to develop and explain their ideas.
- Express themselves using complete sentences when required.
- Make more specific vocabulary choices. For example - technical language.
- Usually listen carefully and respond appropriately.
- Take turns when talking in pairs or in small groups.
- Offer appropriate comments in paired or small group discussion.
- Begin to be aware that formal and informal situations require a different role and language.
- Retell a familiar story using narrative language and linking words and phrases.
- Recount an event or an experience in sentences, using specifically chosen vocabulary.
- Perform a simple poem from memory.
- Hold the attention of listeners by adapting the way they talk.
- Begin to understand how to speak for different purposes and audiences.

## Targets in Reading

### Word Reading

- Apply phonic knowledge and skills to decode words.
- Decode automatically and fluently.
- Read accurately by blending the sounds in words that contain the graphemes taught.
- Recognise and read alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same sounds and letters taught
- Read words containing common suffixes
- Read further common exception words
- Read and notice unusual correspondence between grapheme and phoneme.
- Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without hesitation
- Read books fluently and confidently.

### Comprehension

- Talk about and give an opinion on a range of texts
- Discuss the sequence of events in books and how they are related to each other
- Use prior knowledge and context and vocabulary explored to understand texts
- Retell orally some stories, including fairy stories and traditional tales
- Read for meaning, checking that the text makes sense and correcting
- Know and recognise simple recurring literary language in stories and poetry
- Talk about favourite words and phrases.
- Increase repertoire of poems learnt by heart, reciting some with appropriate intonation to make the meaning clear
- Answer and ask appropriate questions and make predictions on the basis of what has been read so far
- Draw simple inferences from illustrations, events and characters' actions and speech.

## Targets in Writing

### Transcription

- Segment spoken words into phonemes and record these as graphemes
- Spell words with different alternative spellings, including a few common homophones
- Spell longer words using suffixes such as ment, ness, ful, less, ly
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Identify known phonemes in unfamiliar words and use syllables to divide words
- Form lower-case letters of the correct size relative to one another
- Begin to use some of the diagonal and horizontal strokes needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

### Composition

- Write narratives about personal experiences and those of others (real and fictional)
- Write for different purposes, including real events
- Plan and discuss the content of writing and write down ideas
- Orally rehearse structured sentences or sequences of sentences
- Evaluate writing independently, with peers and with teacher
- Proof-read to check for errors in spelling, grammar and punctuation
- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I
- Use subordination (when, if, that, or because)