



RYDERS GREEN PRIMARY SCHOOL

A BOOKLET FOR PARENTS: PROGRESS IN ENGLISH Objectives for Year 2

Writing Objectives

- ◆ I can spell words correctly by saying them out loud.
- ◆ I am learning new ways for spelling words which sound the same but have different meanings.
- ◆ I know how to spell words that do not follow a spelling pattern.
- ◆ I can spell more words by using 'rules' I already know.
- ◆ I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.
- ◆ I can show I know the difference between homophones and near-homophones in my spelling.
- ◆ I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.
- ◆ I can spell the words correctly in my Year 2 spelling list.
- ◆ I can write out a sentence told to me by my teacher and use the correct punctuation.
- ◆ When I write, my letters are the same size.
- ◆ I am learning which letters to join up in my handwriting, and which ones are best left unjoined.
- ◆ I can write letters and numbers that are the right way round and the right size.
- ◆ I know where to leave spaces between words.
- ◆ I am beginning to write stories about things that have happened to me or other people.
- ◆ I am able to write longer stories about real things that have happened.
- ◆
- ◆ I can write my own poems.
- ◆ I like to write for different purposes, for example, for my teacher, myself or for a class assembly.
- ◆ Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.
- ◆ I think about what I am going to write by writing down my ideas and important words which will help me.

Writing Objectives Continued

- ◆ I can write down brief descriptions about what I want to include in my writing, before I begin.
- ◆ I can make changes in my writing by listening to what others have to say about it.
- ◆ Once finished, I will re-read my work to make sure it makes sense.
- ◆ I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.
- ◆ I can read aloud my work in a way which helps people understand it.
- ◆ I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.
- ◆ I can use commas correctly when making a list of things.
- ◆ I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.
- ◆ I am learning to write sentences which convey different meaning for different purposes.
- ◆ I am able to write more interesting sentences by adding further detail.
- ◆ I try to write in the present or past tense when writing.
- ◆ I can use words such as when, if, that, because, or, and or but when I write sentences.
- ◆ I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.
- ◆ I can add -ful and -less to words to make adjectives.
- ◆ I know what changes happen to the meaning of words when I add -er, -est and -ly to words.
- ◆ When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.

Reading Objectives

- ◆ I can read words quickly because I know how to sound out all parts of a word.
- ◆ I read by blending together the sounds I know and can read out within a word.
- ◆ I can read words with two or three syllables.
- ◆ I can read words with common word endings, such as -ing and -ed.
- ◆ I can read a range of unusual words from our word lists.
- ◆ I can read most words quickly and accurately.
- ◆ When I see a word I have not read before, I can sound out the word without help from an adult.
- ◆ When I re-read my books, I become better and better at reading the text.
- ◆ I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.
- ◆ When I read, I am able to tell you about things in the order they happen and if they are connected.
- ◆ I can tell you about all the different stories I have read.
- ◆ I enjoy finding out about non-fiction books and how they are set out.
- ◆ I can recognise simple language patterns in stories and poems.
- ◆ I discuss the meaning of words.
- ◆ I am happy to tell you my favourite words and phrases from my reading.
- ◆ I can say out loud a number of poems I have learnt.

Reading Objectives continued

- ◆ I understand the books I can read.
- ◆ I check what I am reading makes sense as I read through it.
- ◆ I can tell you why certain things happen in a book or why a character says the things they do.
- ◆ I can answer and ask questions about what I have read.
- ◆ I like to guess what happens next in a story, using what I already know has gone on before.
- ◆ I take turns to discuss and listen to others about what I have read.
- ◆ I can explain and discuss what has happened in books that either I have read or have been read to me.

Speaking and listening

- ◆ I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 2.
- ◆ I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 2.
- ◆ I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 2.
- ◆ I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 2.
- ◆ I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 2.
- ◆ I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 2.
- ◆ I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 2.
- ◆ I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 2.
- ◆ I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 2.
- ◆ I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 2.
- ◆ I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 2.
- ◆ I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 2.

What you can do at home to help your child progress

Speaking and Listening

- ◆ Encourage your child to ask questions about things they come into contact with.
- ◆ Encourage your child to speak clearly and in full sentences.
- ◆ Ask your child what their thoughts are on a topic, for example, how they felt about a particular day out.

What you can do at home to help your child progress

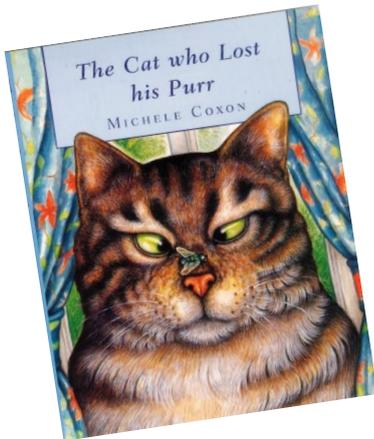
Writing

- ◆ Encourage your child to write about something they like or enjoy.
- ◆ Ask your child what they are going to write before writing, to ensure that it makes sense.
- ◆ Discuss possible improvements that could be made, for example, how to add more detail.
- ◆ Spend time writing letters to develop accuracy and neatness.

What you can do at home to help your child progress

Reading

- ◆ Read their reading book with them daily, or read it to them.
- ◆ Model good reading by reading a range of texts to your child.
- ◆ Ask questions about what you have read, encouraging your child to refer back to the text for evidence to support their answer.



Has your child read these books?

