



# Reading

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

In school we provide whole class reading opportunities and guided reading.

We will stamp their reading record book when we have read with them.



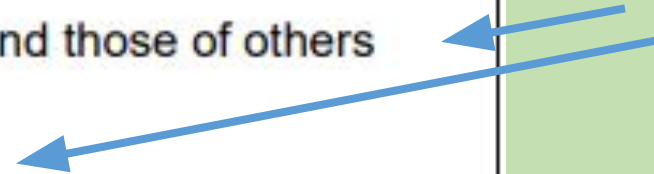
# Writing

## Working at the expected standard

The pupil can, after discussion with the teacher:

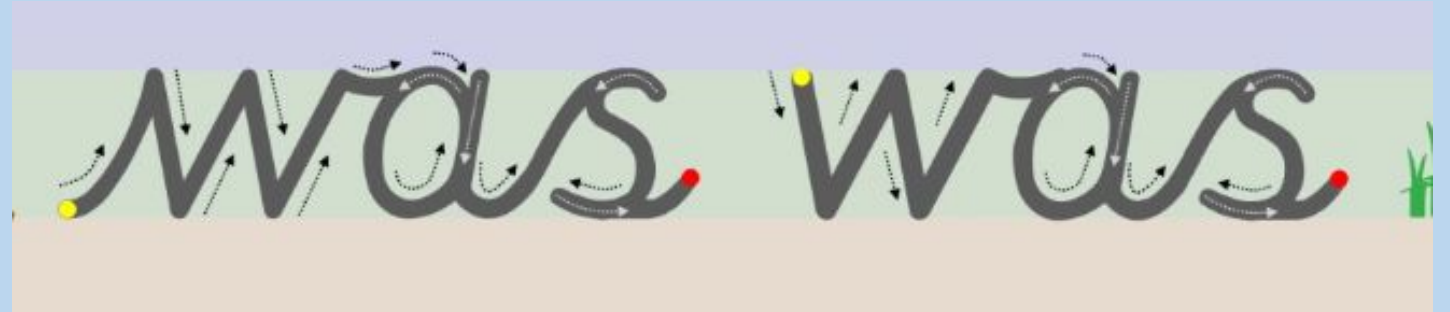
- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form 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



# Handwriting

*There will be a more detailed focus on handwriting, with children encouraged to form their letters correctly, learn which letters are to be joined and make letters a consistent size.*



# Phonics



We recap Little Wandle in the first term of Year 2.

Then we move onto the NC spelling rules

& learn to spell **common exception words**

& **contraction words**; can not - can't  
Will not - won't  
They will - they'll  
She is - she's

Year 2			
door	cold	father	would
floor	gold	class	who
poor	hold	grass	whole
because	told	pass	any
find	every	plant	many
kind	everybody	path	clothes
mind	even	bath	busy
behind	great	hour	people
child	break	move	water
children	steak	prove	again
wild	pretty	improve	half
climb	beautiful	sure	money
most	after	sugar	Mr
only	fast	eye	Mrs
both	last	could	parents
old	past	should	Christmas

# Spelling rules

Graphemes (sound)	Example words
ge dge g (j)	Age badge bridge gem giant
C (s)	Race city fancy
Kn gn (n)	Knock know gnaw
Wr (r)	Write wrong wrap
O (u)	Other nothing mother
el al il le (l)	Camel travel table apple metal hospital pencil
y (igh)	Cry July

Grapheme (sound)	Example words
Ey (ee)	Donkey key chimney
a after w and qu (o)	Watch want squash
Or after w (er)	Word worm world
S (z)	Treasure usual

# Suffixes - changes the spelling of root word

y	er	ING	ed
est	Adding es to nouns and verbs		

e.g Fly – fl*ies*

ride – rid*ing*

nice – nic*er*

shiny – shin*iest*



# Suffixes – improve composition

ful	ness	ly	ment	less
spiteful	illness	slowly	statement	careless
painful	quietness	lovely	refreshment	thoughtless
watchful	fatness	quickly	disappointment	homeless
mouthful	closeness	sadly	engagement	lifeless
fearful	kindness	strangely	development	fearless
stressful	freshness	coldly	placement	jobless



# Grammar



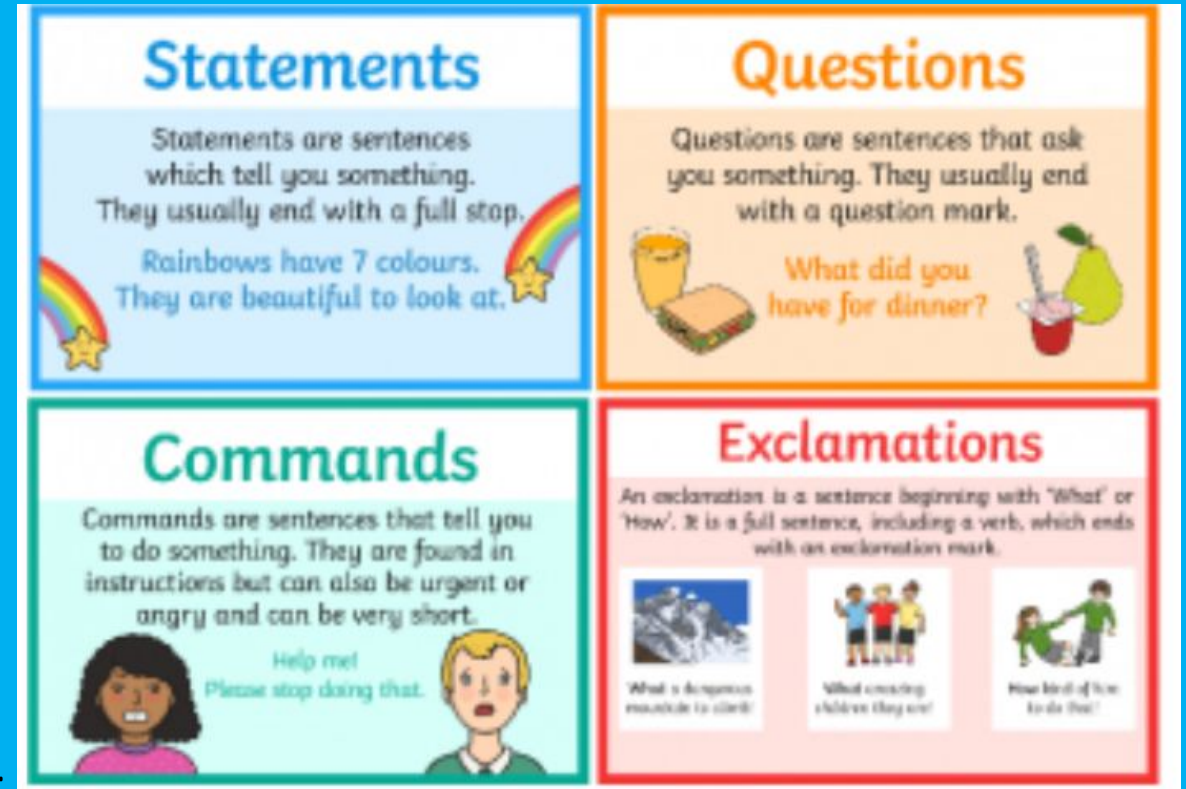
Children are expected to understand the following terms, to be able to spot them in their reading and apply them in their writing:

Noun, adjective, adverb, suffix, subordination, co-ordination, noun phrase, past tense, present tense, statement, question, exclamation, command, capital letter, full stop, question mark, exclamation mark, compound sentence, and expanded noun phrase.

# Punctuation

4 different types of sentences

Punctuation marks in reading and writing



# Conjunctions

Subordinating

Coordinating

when

and

because

or

if

but

that



# Expanded Noun phrases

## Adjectives



**Adjectives** describe **nouns**.

**Adjectives** can come beside the **noun**.

The dragon

What sort of dragon?

The huge, terrifying dragon

Go on...

The huge, terrifying dragon felt...

How did the dragon feel?

**Adjectives** can complete a sentence.

Can you spot the adjectives?

The huge, terrifying dragon felt puzzled.

The **huge, terrifying** dragon felt **puzzled**.



# Past tense

## Regular Past Tense Verbs

Add-ed to the verb:			
asked	growled	opened	squealed
blinked	helped	offered	started
buzzed	jumped	phoned	stayed
chewed	kicked	played	talked
cooked	kissed	rolled	visited

## Irregular Past Tense Verbs

ate	cast	forgot	leapt
awoke	caught	flung	learnt
beat	chose	fought	led
became	clung	found	lent
began	cost	froze	let
bent	crept	gave	lit
bet	cut	grew	lost