



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-appropriate¹ 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 words²
- 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.

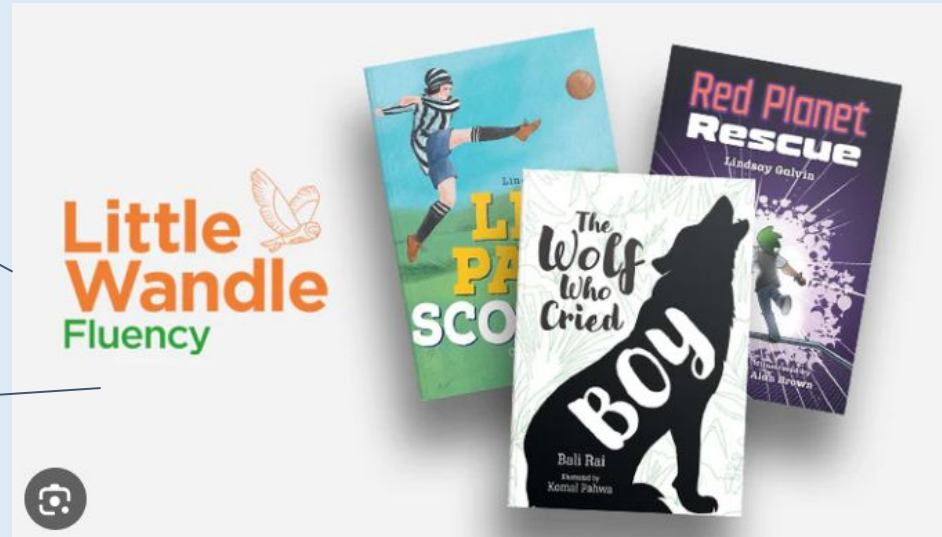
Reading

- We follow the Little Wandle Fluency reading scheme - whole class reading opportunities.

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

Reading words

Understanding



Expression

Reading at home

- Please use the questions in the reading reading book
- Cover all the key skills

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Year 2 Questions for Reading Bookmark

Cut out the shapes below and stick them back to back. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations about the book.

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think....?
- How do you think....?
- When do you think....?
- Where do you think....?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

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



Phonics

Little Wandle Spelling programme - Term 1 recap Phase 5



& 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*

Grammar



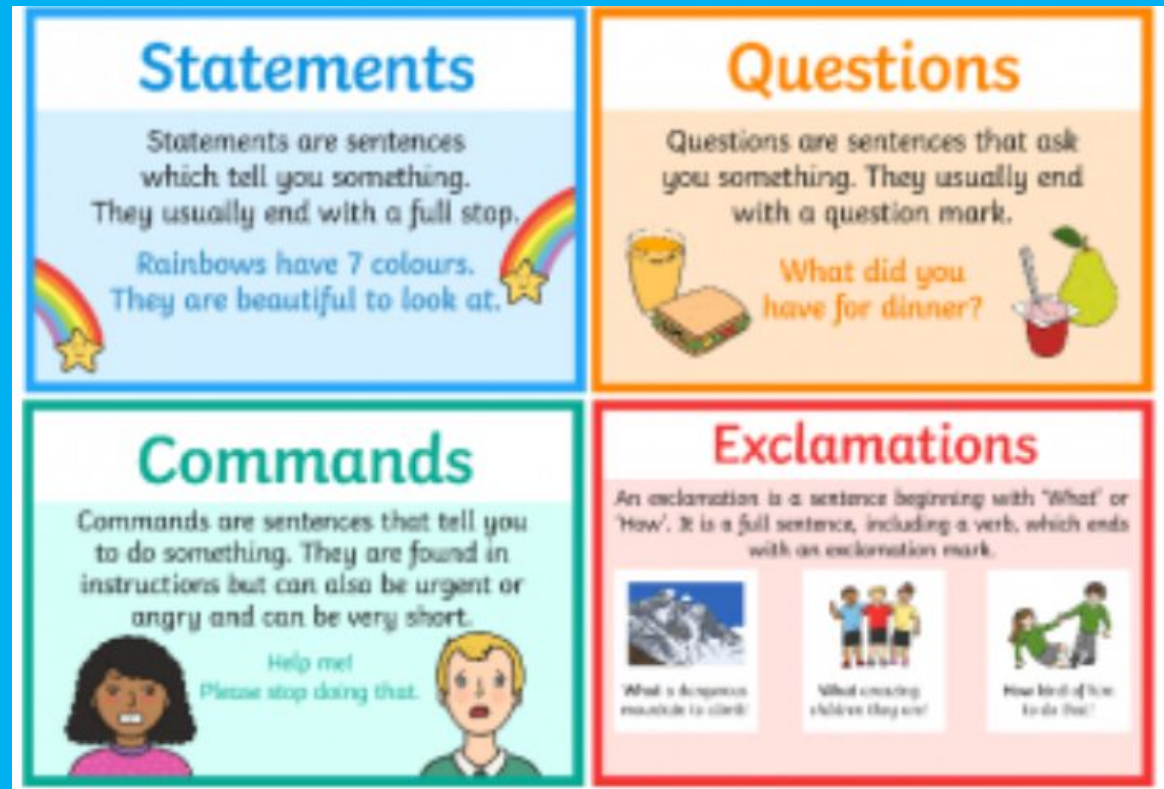
Children are expected to understand the following terms, to be able to spot them in their reading and apply them in their writing:

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

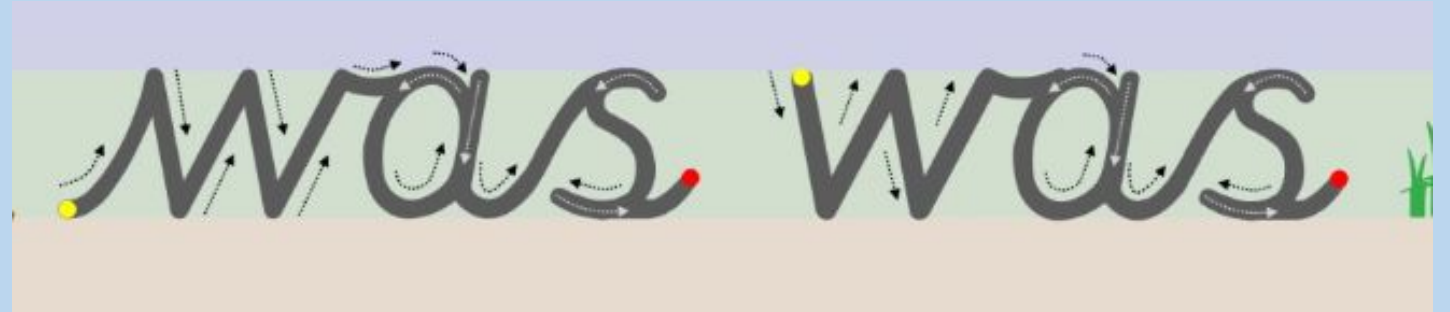
4 different types of sentences

Punctuation marks in reading and writing



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.



Composition

| Conjunctions | |
|---------------|--------------|
| Subordinating | Coordinating |
| when | and |
| because | or |
| if | but |
| that | |



A cartoon owl with large blue eyes, wearing a grey hoodie and a blue crest, is holding a blue shield with the text "Year 2" on it. The owl is positioned in the center of the page, between the two columns of conjunctions.

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**.

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 |

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 |

**Talk - model
and correct past
tense in speech
at home**