



Reading	
Decoding/Reading for Pleasure	<ul style="list-style-type: none"> Read familiar words without needing to sound them out. Use a range of decoding strategies when reading unknown words. Read common suffixes, understanding the impact on root words. Self-correct when reading to ensure accuracy. Accurately read words with contractions. Read two or more syllable words Become increasingly familiar with and re-tell a wider range of stories, fairy stories and traditional tales. Make choices about which texts to read, based on prior experiences.
Deduce and Infer	<ul style="list-style-type: none"> Re-tell a story, referring to most of the key events and characters Summarise a story, giving the main points clearly in sequence. Find the answers to questions in non-fiction, stories and poems. Locate specific information e.g. key information /events, characters names etc Explain and discuss their Participate in discussions about books, poems and other works and can compare similarities and differences between texts. Discuss reasons for events, by using clues in the story. Make predictions based on evidence in the text. Make simple inferences about thoughts and feeling of characters and reasons for their actions.
Language for Effect	<ul style="list-style-type: none"> Understand why a writer has written a text. 'She wants you to know how to make a kite.' Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. Understand how the author uses words to convey thoughts, feelings and actions.
Themes	<ul style="list-style-type: none"> Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand the non-fiction books can be structured in different ways. Decide how useful a non-fiction text is for the purpose.

Writing	
Transcription	<ul style="list-style-type: none"> Meet Year 2 spelling expectations (see Appendix A) Can confidently write simple sentences dictated by the teacher using GPCs, exception words and punctuation. Use -ly to turn adjectives into adverbs. Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
Sentence	<ul style="list-style-type: none"> Can use the conjunctions- and, or, but Use subordinating conjunctions such as : when , if, that, because Can use and identify statements, questions, exclamations and commands. Can use adjectives to add information about a noun. Can consistently use the past and present tense of verbs. Can identify imperative verbs. Can select appropriate sentences for effect.
Vocabulary, Punctuation and Grammar	<ul style="list-style-type: none"> Can use spaces to separate words. Can use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Can use capital letters for proper nouns. Beginning to use apostrophes for possession Use commas to form a list Identify speech in a text Use inverted commas in own writing
Composition	<ul style="list-style-type: none"> Can use a range of writing genres Can construct and use a plan to order my writing Can write for different purposes Can proof read to make improvements to spelling, grammar and punctuation. Can read aloud my writing with intonation, to make the meaning clear.

Spelling	
Revision of Y1	As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.
The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap
The /l/ or /ə/ sound spelt -le at the end of words	table, apple, bottle, little, middle
The /l/ or /ə/ sound spelt -el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /ə/ sound spelt -al at the end of words	metal, pedal, capital, hospital, animal
Words ending -il	pencil, fossil, nostril
The sound spelt -y at the end of words /aɪ/	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The o sound spelt a before l and ll /: /	all, ball, call, walk, talk, always
The sound spelt o /ʌ/	other, mother, brother, nothing, Monday
The /i:/ sound spelt -ey	key, donkey, monkey, chimney, valley
The sound spelt a after w and qu /ə/	want, watch, wander, quantity, squash
The sound spelt or after w /ɜ:/	word, work, worm, world, worth
The sound spelt ar after w /ɜ:/	war, warm, towards
The sound spelt s /z/	television, treasure, usual

The suffixes -ment, -ness, -ful, -less and -ly	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily
Contractions	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion	station, fiction, motion, national, section
Homophones and near-homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.