



End of Year Expectations English for Year 2

Please note that in line with the progress children make this list is subject to change and the objectives are not necessarily taught in the order listed below.

Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing

- Develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- Consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence

- Make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - read aloud what they have written with appropriate intonation to make the meaning clear.
- Develop their understanding of the concepts by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - some features of written Standard English
 - use and understand the grammatical terminology

New grammatical terminology

- noun, noun phrase statement,
- question, exclamation, command
- compound, suffix
- adjective, adverb,
- verb tense (past, present)
- apostrophe, comma

High Frequency word list

water	shouted	I've	well	hard	because
bear	first	school	sea	white	its
find	car	has	found	why	box
these	man	been	laughed	sleep	please
live	after	gave	let's	bad	use
away	us	around	fun	floppy	even
can't	work	think	any	coming	green
more	couldn't	yes	better	cried	dark
began	going	stop	lived	feet	thing
say	wanted	mouse	much	tea	along
good	other	every	place	really	am
again	lots	home	under	he's	different
I'll	three	play	hot	keep	granddad
boy	where	must	birds	morning	stopped
soon	eat	something	suddenly	top	plants
want	food	garden	mother	wind	before
cat	need	who	hat	river	let
round	head	take	sun	room	there's
animals	would	red	duck	queen	ever
night	everyone	bed	told	eyes	dragon
over	fox	fast	sat	wish	gran
long	that's	didn't	snow	liked	girl
tree	king	thought	across	last	looking
never	or	door	horse	each	miss
narrator	our	may	another	fell	pulled
how	through	only	boat	eggs	clothes
things	baby	ran	air	giant	which
magic	town	dog	gone	jumped	end
next	took	right	rabbit	book	most
small	two	still	great	friends	we're



did new than cold	way fish fly key	many know run best	window trees park grow	once looks	tell inside
Common Exception word list					
door floor poor because find kind mind behind child children	every everybody even after fast last past father class grass pass	plant path bath old cold gold hold told	move prove improve could should would who whole any many	great break steak pretty hour beautiful clothes busy people water	sure sugar eye again half money Mr Mrs parents Christmas