

Year 2 Reading		
	Word Reading	Comprehension
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Regularly apply phonic knowledge and skills to decode unfamiliar words. Know and decode alternative sounds for most graphemes. Read two or more syllable words containing some common suffixes e.g. –sadness, happiness, lonely. Read a growing range of familiar common exception words, e.g. because, both, most, would, many, Mr, Mrs. Use segmenting and blending to read unfamiliar words; then read automatically the words which are known. Read phonically-decodable books which include the GPCs which have been taught; regularly sound out new words. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Enjoy some books and texts, sometimes choosing their own, and showing pleasure by talking about preferences. Listen to and talk about some poems, either contemporary or classical (or both); read a few poems independently. Listen to and talk about stories, both those read to him and some of those read independently; listen to what others say. Show understanding of those books at the pupil's reading level; sometimes notice that the text doesn't make sense; attempt to self-correct. Know some stories, including fairy tales and traditional tales; attempt to retell orally and through writing. Attempt to retell, draw or write the sequence of events in stories, sometimes using prompts or support, and with variable success. Infer character, and make predictions, on the basis of what is said and done e.g. infer that a character is angry when he shouts or stamps; predict that a character will have an accident when he runs on a slippery path. Know that non-fiction texts are different from fiction; become familiar with using the photographs, text boxes, bullet points and other areas of the text to begin to find things out. Talk about favourite words and phrases; attempt to find out the meaning of new words. Identify rhyming words in poetry or rhyming stories. In a group, learn to recite poems (or sections of poems) learnt by heart; attempt to recite a short, simple poem independently.

	Year 2 Reading	
	Word Reading	Comprehension
Expected – (at national standard)	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge and skills consistently to decode quickly and accurately. <input type="checkbox"/> Decode alternative sounds for graphemes. <input type="checkbox"/> Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. <input type="checkbox"/> Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. <input type="checkbox"/> Read most words without overtly segmenting and blending, once they are familiar. <input type="checkbox"/> Read some phonically-decodable books with fluency, sound out unfamiliar words automatically. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with reading and take pleasure from books and texts. <input type="checkbox"/> Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. <input type="checkbox"/> Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. <input type="checkbox"/> Show understanding of texts read independently; self-correct. <input type="checkbox"/> Know and retell a wide range of stories, fairy stories and traditional tales. <input type="checkbox"/> Discuss the sequence of events in books, and how items of information are related. <input type="checkbox"/> Make inferences on the basis of what is said and done; predict according to what has been read so far. <input type="checkbox"/> Discuss and express views about a range of non-fiction texts which are structured in different ways. <input type="checkbox"/> Discuss and clarify the meaning of new words; discuss favourite words and phrases. <input type="checkbox"/> Recognise simple recurring literary language in stories and poetry. <input type="checkbox"/> Recite a repertoire of poems learnt by heart, using appropriate intonation.

	Year 2 Reading	
	Word Reading	Comprehension
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Use phonic knowledge and skills to read automatically and with fluency. ❑ Confidently and independently read words with common suffixes. ❑ Automatically read a wide range of common exception words, including all the words in Appendix 1, YR 2. ❑ Use segmenting and blending only occasionally, when required for new words. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Fully engage with reading various genres of text, including young paperbacks, sharing and explaining preferences. ❑ Listen to, discuss and express views about a wide range of contemporary and classic poetry, including independent reading of some more challenging texts; able to explain viewpoint. ❑ Listen to, discuss and express views about a wide range of stories, explaining viewpoint, raising questions and responding to what others say. ❑ Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary. ❑ Know and accurately retell a wide range of stories, both orally and in writing, adding sufficient detail. ❑ Discuss sequence of events accurately, and how items are related. ❑ Make insightful inferences and predictions on the basis of information given. ❑ Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint. ❑ Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing. ❑ Recognise and discuss simple recurring literary language. ❑ Recite by heart a repertoire of poems, both independently in groups, using appropriate intonation to interest the audience.

YR 2 - Suggested texts to support assessment of independent reading: *NB - many other texts can be used in the same way.

Book Bands: gold (2B), white (2A-3) fiction and non-fiction

Collins Big Cat: gold, white – fiction and non-fiction
Collins Phonics Progress (catch-up programme for YR 2)

RWInc: Stories set 6: blue (2B) set 7: grey (2A+)
Oxford Reading Tree: Stage 8 (A day in London; Viking Adventure; The Flying Carpet) Stage 9 – 2A+ (The Quest
Survival Adventure: The Litter Queen)

New Reading 360 Stages 5-6

Usborne Young Reading Series: gold, white

Pupils at 'emerging' standard: use book bands turquoise and purple for assessment.

Paperbacks and picture books:

The Gruffalo's Child

The Owl who was afraid of the dark The True Story of the 3 Little Pigs

Flat Stanley

Katie Morag series

A First Poetry Book (Pie Corbett & Gaby Morgan)

The Three Little Wolves and the Big Bad Pig

Rosie's Babies

Dogger

Pizza (Brian Moses)

Codes and Signals (Cambridge)

Any book from the Teacher's KS1 SATs Handbook Levels 1-3. Use as appropriate to child's reading ability e.g. previous level 1: The Very Lazy Ladybird; Aaaarrgghh, Spider! E.g. previous level 2: George and the Dragon; Ebb and Flo and the Baby Seal; The Feather; Little Turtle and the Song of the Sea; We're from India; Beautiful Bananas.

Collins Junior Illustrated Dictionary and Thesaurus

Year 2 Writing			
	Transcription		Composition
	Spelling Sufficient evidence shows the ability to...	Handwriting Evidence:	Composition: structure and purpose Sufficient evidence shows the ability to...
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory simple dictated sentences which include familiar words and GPCs. Spell accurately most words containing previously taught phonemes. Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change. Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs. Spell some common homophones e.g. to, two; hear, here; blue, blew. Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat. 	<p>Evidence:</p> <ul style="list-style-type: none"> Holds pencil correctly. Writing is legible. Letters and digits are mostly formed and orientated accurately, with some consistency in size. Spacing is usually appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Compose sentences orally. Use the drafting process to gather and write down ideas and key words. Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form. Write about real events, sometimes maintaining form. Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative. Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go.
			<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences. Co-ordinate some sentences using and, or, but. Use capital letters for some proper nouns and the personal pronoun 'I'. Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists. Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail. Begin to identify some of the following word classes: noun, adjective, verb and adverb. Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing. Sometimes use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.

Year 2 Writing			
Expected (at national standard)	Transcription		Composition
	Spelling	Handwriting	Vocabulary, grammar, punctuation
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar words and GPCs. Spell common decodable two and three syllable words which include familiar graphemes. Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football. 	<p>Evidence:</p> <ul style="list-style-type: none"> Holds pencil correctly. Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Compose sentences orally. Use the drafting process to gather and write down ideas and key words. Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Write about real events, maintaining form and purpose. Compose orally and write poetry in a variety of forms. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. <p>Vocabulary, grammar, punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Co-ordinate sentences using and, or, but. Sometimes use subordination e.g. when, if, because. Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. Identify word classes: noun, adjective, verb and adverb. Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming. Use appropriate features of Standard English.

Year 2 Writing				
	Transcription		Composition	
Exceeding	Spelling Sufficient evidence shows the ability to...	Handwriting Evidence:	Composition: structure and purpose Sufficient evidence shows the ability to...	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...
	<input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	<input type="checkbox"/> Holds pencil correctly.	<input type="checkbox"/> Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wide reading.	<input type="checkbox"/> Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements.
	<input type="checkbox"/> Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions.	<input type="checkbox"/> Writing is legible.	<input type="checkbox"/> Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.	<input type="checkbox"/> Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).
	<input type="checkbox"/> Attempt to spell more ambitious vocabulary.	<input type="checkbox"/> All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	<input type="checkbox"/> Write about real events, independently maintaining form and purpose.	<input type="checkbox"/> N/A (combined above)
	<input type="checkbox"/> Spell all common exception words in the YR 2 spelling appendix accurately.	<input type="checkbox"/> Spacing is appropriate to the size of letters.	<input type="checkbox"/> Confidently and independently write poems which are effective, in a variety of forms.	<input type="checkbox"/> Punctuate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas in lists.
	<input type="checkbox"/> Spell all common homophones in the YR 2 spelling appendix.	<input type="checkbox"/> Appropriate letters are joined consistently, according to the school's handwriting approach.	<input type="checkbox"/> Re-read writing and make revisions and additions, often without prompting.	<input type="checkbox"/> Consistently use varied vocabulary to create detail and interest.
	<input type="checkbox"/> Spell a wide range of common contractions accurately e.g. it's, can't, didn't; or to mark singular possession.			<input type="checkbox"/> Identify four word classes and select appropriate usage of word.
				<input type="checkbox"/> Choose the past or present tense appropriately, including the progressive form.
				<input type="checkbox"/> Consistently use appropriate features of Standard English.