

Literacy Expectations – Year 2

Punctuation	Sentence Structure	Writing	Speaking & Listening	Reading	Spelling	Handwriting
<p>Use capital letters, including I, and full stops correctly.</p> <p>Use question marks.</p> <p>Use commas to separate items in a list.</p> <p>Use exclamation marks appropriately.</p> <p>Identify and use speech marks purposefully.</p>	<p>Write simple compound sentences using ‘and’ and ‘then’ to join ideas.</p> <p>Use time connectives such as ‘then’, ‘before’, ‘meanwhile’.</p> <p>Begin to use subordination in relation to time and reason.</p> <p>Use present and past tenses consistently and correctly.</p> <p>Use some variation in sentence openings eg. Not always starting with the same pronoun.</p> <p>Begin to use paragraphing to separate ideas and content.</p> <p>To find and use linking words: ‘after’, ‘meanwhile’, ‘during’, ‘before’, ‘next’, ‘then’, ‘after a While’ etc.</p>	<p>*Ideas are sequenced and this can be shown by time related words, line breaks, headings or numbers.</p> <p>In non-fiction writing, the purpose and tense of the writing is maintained</p> <p>Adventurous word and language choices that are appropriate to the text are made.</p> <p>Sustain form in narrative, including use of person and time.</p> <p>Openings and closings of writing are signalled.</p> <p>Re-reading own writing for sense</p> <p>To use flowcharts for sequencing stories and other information</p> <p>Grammatical agreement (I am, you are etc.)</p> <p>Consistent use of tense</p>	<p>Talking to others: Recount experiences, giving some detail and using appropriate descriptive language.</p> <p>Think of a range of questions to ask a visitor or when on a visit.</p> <p>Know how to vary talk to hold listeners’ attention.</p> <p>Make specific vocabulary choices and use non-verbal features to engage listener.</p> <p>Talking with others: Help to organise group to take on different roles.</p> <p>Recognise the need to take equal turns in a group situation.</p> <p>Listen to and build on the contribution of the previous speaker.</p> <p>Make helpful contributions when speaking in turn.</p>	<p>Can read ahead to help with fluency and expression taking account of punctuation marks.</p> <p>Can comment on plot, setting and characters in familiar and unfamiliar stories.</p> <p>Self correct when mistake is made.</p> <p>Know whether text being read refers to the present or the past.</p> <p>Predict what will happen in a story.</p> <p>Retrieve information from the text to answer questions.</p> <p>Use knowledge of structures, characters and themes to make comparisons.</p> <p>Read on sight high frequency words.</p> <p>Blend and segment long vowel phonemes eg. Moon, light.</p>	<p>Apply phonic skills and knowledge to recognise and spell an increasing number of complex words.</p> <p>Secure with less common grapheme-phoneme correspondences eg. s/ zh/ Recognize phonic irregularities.</p> <p>Read and spell words containing different spellings for phonemes.</p> <p>Understand the conventions for adding the suffix ‘-ed’ for past tense and ‘-ing’ for present tense.</p> <p>Split compound words into their different parts.</p> <p>Know how to add common suffixes to words – ful/ly.</p> <p>Add common prefixes to root words and know how they change meaning – un/dis.</p>	<p>Use upper and lower case letters appropriately.</p> <p>Clear formation of ascenders and descenders.</p> <p>Use correct spacing in and between words.</p> <p>Be able to word process short pieces of their own writing.</p> <p>Form and use the 4 basic handwriting joins with confidence following the consecutive steps below</p> <p>Use diagonal and horizontal strokes to join letters.</p> <p>Diagonal join to letters without ascenders(a to i, a to r and u to n)</p> <p>Horizontal joins to letters without ascenders (o to u, v to i and w to i)</p> <p>Diagonal joins to letters</p>

	<p>Write simple and compound sentences, using subordination for time and reason</p> <p>Changing presentation of speech bubbles, enlarged, bold, italics, headings, sub-headings</p> <p>Grammatical agreement (I am, you are etc.)</p>	<p>Tricky past tenses: caught, saw, went</p> <p>Using past tense consistently for narration</p> <p>Use of synonyms (eg .big/large) and grades of meaning</p> <p>Correct gender terms (his/hers)</p> <p>Turning statements into questions and 'what', 'when', 'where', 'who'</p>	<p>Try to hear and consider the different preferences and interests in the group.</p>	<p>Use the content and index page to locate information or a particular page in a book.</p> <p>Recognise if a book is fiction or non-fiction by looking at the layout and commenting upon this.</p> <p>Have a reading age of at least 8.6 years.</p>	<p>To work out the syllables in multisyllabic words.</p> <p>Vowel phonemes 'ar', 'oy', 'oa', 'oy', 'ow' and 'oo' short</p> <p>Double letter words</p> <p>Homonyms (eg.bear/bear or rose/rose)</p> <p>Use of 'ing' for the present tense</p> <p>Vowel phonemes 'air', 'or', 'er',</p> <p>Digraphs 'wh', 'ph', 'ch'</p> <p>Phonemes 'ear' and 'ea'</p>	<p>with ascenders (a to b, u to l and i to t)</p> <p>Horizontal join to letters with ascenders (o to l. W to h and o to t)</p> <p>Recognise when adjacent to one another which letters are best left un joined.</p> <p>Lines of writing are spaced sufficiently so that ascenders and descenders do not touch</p>
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