

Key learning in reading – y2 Word Reading	Comprehension
<p>Letters and Sounds Phase 6</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i> • Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i> • Read further common exception words, noting tricky parts (see bottom) • Read frequently encountered words quickly and accurately without overt sounding and blending • 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 • Uses tone and intonation when reading aloud • Read longer and less familiar texts independently 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry • Sequencing and discussing the main events in stories • Learning and reciting a range of poems using appropriate intonation • Retelling a wider range of stories, fairy tales and traditional tales • Read a range of non-fiction texts including information, explanations, instructions, recounts, reports • Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> • Identifying, discussing and collecting favourite words and phrases • Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far away...</i> • Make personal reading choices and explain reasons for choices <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Introducing and discussing key vocabulary within the context of a text • Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i> • Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> • Checking that texts make sense while reading and self-correct • Making predictions using evidence from the text • Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> • Discussing the purpose of paragraphs • Identifying a key idea in a paragraph <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> • Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>

	<ul style="list-style-type: none">• Quickly appraising a text to evaluate usefulness• Navigating texts in print and on screen <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none">• Developing and agreeing on rules for effective discussion• Making and responding to contributions in a variety
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Writing

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i> • Use sentences with different forms: statement, question, command, exclamation • Use commas to separate items in a list • Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i> • Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other time connectives: <i>while, as, before, after</i> • Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Other reason connectives: <i>so, if, then, for, unless</i> • Select, generate and effectively use verbs • Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) and historical reports • Use present tense for nonchronological reports and persuasive adverts Select, generate and effectively use nouns 	<ul style="list-style-type: none"> • Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i> • Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i> • Write about real and fictional events • Write simple poems based on models • Edit and improve their own writing in relation to audience and purpose • Evaluate their writing with adults and peers • Proofread to check for errors in spelling, grammar and punctuation • Read aloud their writing with intonation to make the meaning clear 	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly • Learn new ways of spelling phonemes for which one or more spellings are already known • Learn some words with each spelling, including a few common homophones • Learn to spell common exception words • Learn to spell more words with contracted forms • Distinguish between homophones and nearhomophone • Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i> • Select, generate and effectively use adjectives. • Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i> • Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i> • Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i> • Write from memory simple sentences dictated by the teacher that include words and 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i> • write upper case letters of the correct size relative to lower case letters • start using some of the diagonal and horizontal strokes needed to join letters

<ul style="list-style-type: none">• Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>• Select, generate and effectively use adjectives• Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>• Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>• Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently,</i>		punctuation taught so far	
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