



In Reading and Writing we would like your children to be able to do the following independently by the end of the school year. Your support in helping your children reach these milestones would be much appreciated.

Reading the Text

I can use my phonetic knowledge to continue to help decode words when reading to enable reading to become fluent

I can read accurately by blending sounds in words that contain the graphemes I have been taught so far

I can give alternative sounds for the graphemes I have learnt e.g.

I can use the syllables in words to help me read polysyllabic words using the graphemes I know

I recognise a range of prefixes and suffixes and can use them to help me when reading a range of words

I can confidently read on sight the common exception words for year 2

I can explain the unusual correspondence between spelling and sound for the common exception words for year 2

I can read most words that I have seen before confidently and accurately without overt sounding out and blending

I can read aloud books that are appropriate, sounding out unfamiliar words, automatically and without hesitation

I can read with fluency and confidence books that are familiar to me

When reading, I can use the punctuation in sentences to support me reading with intonation and expression

Understanding the text, selecting, retrieving and interpreting information

I show my motivation and pleasure of reading by sharing the stories, poems and non-fiction texts I enjoy

I can use the front cover, book title as well as illustrations and words inside to make reading choices

I can talk about and share my views about a wide range of classic and contemporary poetry, stories and non-fiction texts that I share and read with others

I can retell the sequence of events and explain how information for a wider range of stories, fairy tales and traditional tales I have read are related

I can explain how non-fiction texts are structured in different ways

I can use my understanding of how non-fiction are structured to make predictions about a text

I can recognise simple recurring literacy language in stories and poetry

I can use what I already know, background information and vocabulary my teacher gives me to help develop my understanding of what I have listened to or read

I can check if a text makes sense as I read and correct my inaccurate reading with increased confidence

I can make inferences about what is being said or done in a story

I can ask and answer questions that challenge and deepen thinking about what I have read or has been read to me

I can make predictions about what poems, stories and non-fiction texts on the basis of what I have read so far

I can find information in books and poems I have read or have been read to me and use this information to help me in discussions with my peers

I can take turns and listen to what others say when talking about poems, stories and non-fiction texts I have read to or have been read to me

I can make comparisons between books and poems I have read, noting the similarities and differences

I can identify and talk about the effects of the words and phrases in a text showing an understanding of what I have read

I can express my opinions and preferences about texts I have read and give reasons for my preferences

Writing

Writing Composition

I can write narratives about my personal experiences and those of others (real and imaginary)

I can write recounts of real events I have experienced or have learnt about

I can write poems based on the poems I have read in class

I can write for different purposes in the style of the narratives, information texts, recounts and non-fiction texts I have read in class

I can plan and say out loud what I want to write about

I can organise my work so that my ideas, key words and phrases, are written down sentence by sentence

I can evaluate my work with my teacher and my peers, adding words or phrases, correcting mistakes and improving my work where necessary

I can re-read my work to check verbs are used correctly and consistently

I can proof read my work to check for mistakes in spelling, grammar and punctuation

Vocabulary, Punctuation and Grammar

I can explain what a noun, adjective, adverb and verb are

I can use subordination (when, if, that, because) and co-ordination (or, and, but) to create my sentences

I can use expanded noun phrases to add description and specification to my sentences

I can explain grammatical patterns in different types of sentences e.g. a statement, a question, an exclamation or a command

I can write sentences in the past and present tense

I can use full stops and capital letter, question marks and exclamation marks to demarcate sentences

I can use commas to separate items when writing a list

I can use an apostrophe to mark where letters are missing in spellings e.g. we're

I can use an apostrophe to mark singular possessive nouns e.g. the girl's name

Spelling

I can spell by segmenting words in phonemes and represent these as graphemes

I can spell familiar common homophones

I can spell the common exception words I have already learnt

I can spell words with contracted forms e.g. I'll, we'll

I can spell words with the possessive apostrophe that are familiar to me e.g. the girl's book

I can use the suffixes -ment, -ness, -less, -ly to spell longer words

I can spell using the spelling rules I have been taught in year 2

I can write from memory the simple sentences my teacher tells me spelling the words correctly, including punctuation I have learnt so far

Handwriting

I can form my lower-case letters so that they are of the correct size relative to one another

I am beginning to join some of my letters using the first basic joins

I can write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters

The spaces between my words reflect the size of my letters