

## Year 2 reading

Key performance indicator	Performance standard
<p>Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes</p> <p>Reads accurately words of two or more syllables that contain the same graphemes as above</p> <p>Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered</p> <p>Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-reads these books to build up their fluency and confidence in word reading</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ol style="list-style-type: none"> <li>1. 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;</li> <li>2. discussing the sequence of events in books and how items of information are related;</li> <li>3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;</li> <li>4. retelling a range of stories, fairy stories and traditional tales; and</li> <li>5. being introduced to non-fiction books that are structured in different ways.</li> </ol> <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ol style="list-style-type: none"> <li>1. checking that the text makes sense to them as they read and correcting inaccurate reading;</li> <li>2. answering questions; and</li> <li>3. predicting what might happen on the basis of what has been read so far.</li> </ol>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation</li> <li>• listen to and discuss a wide range of stories, poems, plays and information books, including whole books;</li> <li>• justify the views about what has been read with support;</li> <li>• read suffixes by building on the root words that have already been learnt;</li> <li>• exercise choice in selecting books;</li> <li>• monitor what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic;</li> <li>• identify cause and effect in both narrative and non-fiction (eg what has prompted a character's behaviour in a story; why certain dates are commemorated annually); and</li> <li>• take part in a discussion, considering the opinions of others.</li> </ul>

## Year 2 writing

Key performance indicator	Performance standard
<p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Develops positive attitudes towards, and stamina for, writing, by writing for different purposes</p> <p>Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Makes simple additions, revisions and corrections to writing by:</p> <ol style="list-style-type: none"> <li>1. proof-reading to check for errors in spelling, grammar and punctuation;</li> <li>2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and</li> <li>3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.</li> </ol> <p>Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs</p> <p>Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Uses the correct choice and consistent use of present tense and past tense throughout a written piece</p> <p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y2 a child’s motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words;</li> <li>• spell words in a phonically plausible way, even if sometimes incorrectly;</li> <li>• apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words;</li> <li>• explain how different types of writing, including narratives, are structured and apply this to their own and others’ writing;</li> <li>• think aloud as they collect ideas, draft and re-read to check their meaning is clear;</li> <li>• play roles and improvise scenes in various settings; and</li> <li>• use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing eg subordination and coordination.</li> </ul>