



# Crowmarsh Gifford Church of England Primary School

■Care ■Grow ■Persevere ■Shine

*Below are the age-related expectations your child is working towards throughout this year. These have been taken from 'Insight' our school data tracking system.*

<b>Year 2</b>	<b>End of Year Reading Outcomes</b>
<b>Fluency</b>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>
<b>Comprehension</b>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Organise NF or story information and sequence/retell in the correct order, moving beyond who, what, where</p> <p>Recognise that NF texts are structured in different ways and identify some of the features</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Answer literal questions about a text by skimming and scanning for key words (from question) and clues</p> <p>Make sense of contextual clues that have similar meaning (and start to understand synonyms)</p> <p>Formulate own literal questions about a text or pictures</p> <p>Draw on what they already know, or on background information and vocabulary provided by the teacher, to interpret and understand a text</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Make inferences on the basis of what is being said and done</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>



**End of Year Writing Outcomes**

<b>Year 2</b>
<b>Text structure/cohesion</b>
Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Write about real events, recording these simply and clearly
<b>Sentence construction</b>
Use present and past tense mostly correctly and consistently
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
<b>Punctuation</b>
Demarcate most sentences in their writing correctly with: <ul style="list-style-type: none"><li>○ capital letters</li><li>○ full stops</li><li>○ question marks when required</li></ul>
<b>Spelling and Handwriting</b>
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
Spell many common exception words
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Use spacing between words that reflects the size of the letters