

## **Year 2 Objectives for Planning**

### **Spelling**

- break down spoken words into their sounds and write them mostly correctly.
- learn new spellings by using words I already know how to spell.
- spell common exception words.
- spell words which have been shortened.
- spell words which use an apostrophe to show possession e.g. the girl's book.
- spell words that sound the same but are spelt differently e.g. buy, bye, by.
- add the endings -ment, -ness, -ful, -less, -ly to spell longer words.
- use simple spelling rules.
- write the correct spellings and punctuation in simple sentences I hear my teacher say.

### **Handwriting**

- write lower-case letters that are all the same size.
- use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.
- use spacing between words that fits with the size of the letters.

### **Composition**

- write about things I have done and things that others have done.
- write a long piece of text about a real event in one go.
- write poetry.
- write for different purposes, writing long and short pieces of work.
- plan my writing by writing down my ideas or talking about them.
- plan my writing by writing down ideas and/or key words and new vocabulary.
- plan my writing by writing down my ideas or talking about them for each sentence.
- change my writing and make corrections after I have spoken to a teacher or another child about it.
- check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.
- proof-read my work and check for spelling, punctuation and grammar errors.
- read my work aloud with confidence using the tone of my voice to make the meaning clear.

### **Vocabulary, Grammar and Punctuation**

- make new words by adding -ness and -er at the end of a word. make new words by putting two words together e.g. whiteboard, superman.
- make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.
- add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.
- use these words in my writing: when, if, that, because, and, or, but.
- use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.

- tell if a sentence is a question, command, exclamation or a statement.
- use the correct tense in my writing.
- use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.
- use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.
- use commas when I am writing a list.
- use apostrophes. use them to show where letters are missing and to show possession e.g. the girl's hat.
- explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.
- write a short story using sentences.
- use spaces between words.
- use capital letters, full stops, question marks and exclamation marks at the end of sentences.
- use capital letters for names, places, the days of the week and the word 'I'.
- explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

## Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain graphemes taught so far.
- Read words containing common suffixes.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

- Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases
- Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.
- Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.

### Speaking and Listening

- Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.
- Discuss the sequence of events in books and how items of information are related.
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Discuss his/her favourite words and phrases.
- Answer and ask questions.
- Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
- Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.
- Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she