

## Reading

- Read fluently using decoding skills
- Read accurately by blending, including alternative sound e.g. g in giraffe and g in goat
- Read multi syllable words containing known sounds.
- Read common suffixes (-ment, -ness, -ful, -less, -ly)
- Read exception words from Y2 list
- Read most words quickly and accurately without overt sounding and blending
- Discuss and express views on a wide range of poetry, stories and non-fiction
- Recognise simple recurring literacy language in stories and poetry
- Perform poetry learnt by heart with appropriate expression
- Discuss and clarify the meanings of words
- Discuss the sequence of events in books
- Draw conclusions on the basis of what is being said and done in a book
- Ask and answer questions about a text
- Predict what might happen based on reading a piece of text so far
- Explain and discuss a range of reading e.g. fiction, non-fiction, poetry



## Writing

- Break words into sounds for spelling
- Use the possessive apostrophe e.g. it is Mrs Bacon's pencil
- Spell some words with apostrophes e.g. can't is cannot
- Use suffixes to spell longer words including ment, -ness, -less, -ful,ly
- Form lower case letters of the correct size relevant to one another
- Write capital letters of appropriate size
- Write for different purposes e.g. a letter or a story
- Read aloud using appropriate intonation (tone of voice)
- Use noun phrases to add description e.g. the mysterious castle
- Use four main types of sentence appropriately (statement, question, exclamation or command)
- Use present and past tense correctly
- Use a range of conjunctions e.g. because, when, if, that, but, or
- Use appropriate punctuation - . , ! ?
- Use commas for a list

## Grammar & Punctuation

- Subordination (using **when, if, that or because**) and co-ordination ( using **or, and, or but**)
- Expanded noun phrases for description [for example, **the blue butterfly, plain flour, the man in the moon**]
- Correct choice and consistent use of present and past tense throughout the writing
- Use of possessive forms of verbs in the present and past tense to mark actions in progress
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, **the girl's name**]