

English – Year 2 – Tracker - Statutory Age Expected Requirement for children in Year 2		Working Towards	Achieved	Achieved at depth
Reading – Word 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 the same graphemes as above			
	read words containing common suffixes			
	read further 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 their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation			
	re-read these books to build up their fluency and confidence in word reading.			
Reading – Comprehension	<b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> 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			
	discussing the sequence of events in books and how items of information are related			
	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales			
	being introduced to non-fiction books that are structured in different ways			
	recognising simple recurring literary language in stories and poetry			
	discussing and clarifying the meanings of words, linking new meanings to known vocabulary			
	discussing their favourite words and phrases			
	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 they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher			
	checking that the text makes sense to them as they read and correcting inaccurate reading			
	making inferences on the basis of what is being said and done			
	answering and asking questions			
	predicting what might happen on the basis of what has been read so far			
	participate in discussion about books, poems & other works that are read to them and those that they can read for themselves, taking turns & listening to what others say			
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.				
Writing Transcription	<b>spell by:</b> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly			
	learn new ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling, including a common homophones			
	learning to spell common exception words			
	learning to spell more words with contracted forms			
	learning the possessive apostrophe (singular) [for example, the girl's book]			
	distinguishing between homophones and near-homophones			
	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly			
	apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>			
	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.			
Handwriting	form lower-case letters of the correct size relative to one another			
	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			
	write 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.			
Writing Composition	<b>develop positive attitudes towards and stamina for writing by:</b> writing narratives about personal experiences and those of others (real and fictional)			
	Writing about real event. Writing for different purposes. Write Poetry			
	<b>consider what they are going to write before beginning by:</b> planning or saying out loud what they are going to write about			
	writing down ideas and/or key words, including new vocabulary			
	encapsulating what they want to say, sentence by sentence			
	<b>make simple additions, revisions and corrections to their own writing by:</b> evaluating their writing with the teacher and other pupils			
	re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form			
	proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]			
read aloud what they have written with appropriate intonation to make the meaning clear.				
Writing, Vocabulary, Grammar and Punctuation	<b>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</b> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including <b>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</b>			
	<b>sentences with different forms:</b> statement, question, exclamation, command			
	expanded noun phrases to describe and specify [for example, the blue butterfly]			
	the present and past tenses correctly and consistently including the progressive form			
	subordination (using when, if, that, or because) and co-ordination (using or, and, or but)			
	the grammar for year 2 in English Appendix 2			
	some features of written Standard English including <b>use and understand the grammatical terminology</b> in English Appendix 2 in discussing their writing.			

## APPENDIX 1 – Year 2 - Spelling

Statutory Requirement	Rules and Guidance (All children should be able to understand the Grammar and Punctuation in Years 1 in addition to the below)	Example Words
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The // or /əl/ sound spelt -le at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The // or /əl/ sound spelt -el at the end of words	The <b>-el</b> spelling is much less common than <b>-le</b> . // The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The // or /əl/ sound spelt -al at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before	The <b>-e</b> at the end of the root word is dropped before <b>-ing, -ed, -er, -est, -y</b> or any other suffix beginning with a vowel letter is added. <b>Exception: being.</b>	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt -ey//	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <b>-y</b> with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't - cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's raining</i> ) or sometimes <i>it has</i> (e.g. <i>It's been raining</i> ), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. <b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	

## APPENDIX 2 – Year 2–Vocabulary Grammar and Punctuation

Year 2 Appendix 2 Vocabulary, Grammar and Punctuation – Year 2 - (All children should be able to understand the Grammar and Punctuation in Year 1 in addition to the below)	
Word	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found on page 2 in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes -er, -est</b> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>
Sentence	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>
Text	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma