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Word Reading

- ☐ I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- ☐ I can read accurately words of two or more syllables that contain the same graphemes as above.
- ☐ I can read words containing common suffixes.
- ☐ I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- ☐ I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- ☐ I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- ☐ I can re-read these books to build up my fluency and confidence in word reading.

Comprehension

- ☐ I can listen to, discuss and express 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.
- ☐ I can discuss the sequence of events in books and how items of information are related.
- ☐ I am becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
- ☐ I am being introduced to non-fiction books that are structured in different ways.
- ☐ I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- ☐ I can discuss my favourite words and phrases.

- ☐ I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- ☐ I can draw on what I already know or on background information and vocabulary provided by my teacher.
- ☐ I can check that the text makes sense to me as I read and correct inaccurate reading.
- ☐ I can make inferences on the basis of what is being said and done.
- ☐ I can answer and ask questions about the book I have read.
- ☐ I can predict what might happen on the basis of what has been read so far.
- ☐ I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.
- ☐ I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.

Transcription

- ☐ I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- ☐ I am 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.
- ☐ I am learning to spell common exception words.
- ☐ I am learning to spell more words with contracted forms.
- ☐ I am learning the possessive apostrophe (singular) [for example, the girl's book].
- ☐ I can distinguish between homophones and near-homophones.

- ☐ I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- ☐ I can apply spelling rules and guidance, as listed in English Appendix 1.
- ☐ I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting and Presentation

- ☐ I can form lower-case letters of the correct size relative to one another.
- ☐ I can 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.
- ☐ I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- ☐ I can use spacing between words that reflects the size of the letters.

Composition

- ☐ I am developing positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).
- ☐ I am developing positive attitudes towards and stamina for writing by writing about real events.
- ☐ I am developing positive attitudes towards and stamina for writing by writing poetry.
- ☐ I am developing positive attitudes towards and stamina for writing by writing for different purposes.
- ☐ I consider what I am going to write before beginning by planning or saying out loud what they are going to write about.

Composition

- ☐ I consider what I am going to write before beginning by writing down ideas and/or key words, including new vocabulary.
- ☐ I can encapsulate what I want to say, sentence by sentence.
- ☐ I can make simple additions, revisions and corrections to my own writing by evaluating my writing with my teacher and other pupils.
- ☐ I can make simple additions, revisions and corrections to my own writing by re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- ☐ I can make simple additions, revisions and corrections to my own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].
- ☐ I can make simple additions, revisions and corrections to my own writing by read aloud what I have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation

- ☐ I am learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- ☐ I am learning to use sentences with different forms: statement, question, exclamation, command.
- ☐ I am learning to use the present and past tenses correctly and consistently including the progressive form.
- ☐ I am learning to subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- ☐ I am learning how to use grammar for year 2 in English Appendix 2.
- ☐ I am learning how to use some features of written Standard English.
- ☐ I can use and understand the grammatical terminology in English Appendix 2 in discussing my writing.

Spoken Language

- ☐ I can listen and respond appropriately to adults and my peers.
- ☐ I ask relevant questions to extend my understanding and knowledge.
- ☐ I can use relevant strategies to build my vocabulary.
- ☐ I can articulate and justify answers, arguments and opinions.
- ☐ I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- ☐ I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- ☐ I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- ☐ I can speak audibly and fluently with an increasing command of Standard English.
- ☐ I listen and respond appropriately to adults and my peers.
- ☐ I ask relevant questions to extend my understanding and knowledge.
- ☐ I use relevant strategies to build my vocabulary.
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- ☐ I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- ☐ I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

- ☐ I can speak audibly and fluently with an increasing command of Standard English.
 - ☐ I can participate in discussions, presentations, performances, role play, improvisations and debates.
 - ☐ I can gain, maintain and monitor the interest of the listener(s).
- I consider and evaluate different viewpoints, attending to and building on the contributions of others.
- ☐ I can select and use appropriate registers for effective communication.