

I can	English – Year 2 (expected)	DATE	
		Secure	Greater Depth
Word Reading	Work out how to read some words by sounding them out and join up sounds to make words. (e.g. er/ ir/ ur)		
	Tell you the different sounds a letter can make. (e.g. i/o/a/c/)		
	Read words that have two or more parts. (e.g. handkerchief)		
	Read words that don't follow the normal rules. (e.g. prove)		
	Read words quickly without mistakes.		
	Read aloud from some books.		
	Re-read a book that I have read before.		
Comprehension	Listen quietly to a book being read aloud.		
	Talk about how stories are built.		
	Tell you the names of lots of fairy stories.		
	Tell you the names of lots of traditional tales.		
	Tell you about phrases and ideas that come up in lots of stories. (e.g. 'I'll huff and puff...' 'whoosh they were gone' etc)		
	Tell you about a non-fiction book and why it is different to a fiction book. (e.g. identifies facts, photographs, labels etc.)		
	Tell you the meaning of some words. (e.g. invisible)		
	Tell you how some words have more than one meaning.		
	Tell you about my favourite word and phrase.		
	Recite some poetry I have learnt by heart.		
	Tell you what a story is about after I have read it.		
	Tell you when what I am reading is wrong and why.		
	Tell you what might happen in a story after I have started reading it. (e.g. with ideas closely related to plot, character and language read so far.)		
	Ask questions about what I am reading.		
	Answer questions about what I am reading.		
	Join in with the class to talk about what we are reading, taking turns and listening.		
	Talk about books I have read at school and at home.		

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Transcription	Spell the words in the word-bank.		
	Spell some words that sound the same, but are spelled differently. (e.g. there/ their/ they're)		
	Spell more words that are shortened. (e.g. couldn't)		
	Use an apostrophe to show that something belongs to somebody. (e.g. Megan's, the child's)		
	Spell words that end with -ment, -ness, -ful, -less and -ly.		
	Handwriting	Write letters in the correct size.	
Write letters that can be joined with another.			
Tell you which letters don't join up.			
Write capital letters and numbers in the correct size.			
Leave space between words.			
Composition	Write a story. (with developed ideas length and stamina)		
	Write about something that has happened to me.		
	Write a poem.		
	Write two different pieces about the same subject.		
	Tell you about what I'm going to write.		
	Plan my work on paper. (e.g. mind maps, frames etc.)		
	Check my work for spelling, grammar and punctuation mistakes.		
	Check my work to make sure it makes sense.		
	Read my work and make the meaning clear with my voice.		
Vocabulary, grammar and punctuation	Uses a statement, question, exclamation and command.		
	Write a sentence that describes something. (Noun phrase)		
	Uses subordination or co-ordination within a sentence.		
	Tell you about Standard English.		
	Uses capital letters, full stops, question marks and exclamation marks accurately; and commas within lists.		
	Uses the grammar I have learned so far.		
	Uses the past and present tense including the progressive form, (e.g. She is drumming, she drummed, she was drumming)		

