

English Attainment Statements

English Aspect: Speaking and listening	Ongoing throughout the year
Pupils:	
listen and respond appropriately to adults and their peers.	
ask relevant questions to extend their understanding and knowledge.	
use relevant strategies to build their vocabulary.	
articulate and justify answers, arguments and opinions.	
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	
speak audibly and fluently with an increasing command of Standard English.	
participate in discussions, presentations, performances, role play, improvisations and debates.	
gain, maintain and monitor the interest of the listener(s).	
consider and evaluate different viewpoints, attending to and building on the contributions of others.	
select and use appropriate registers for effective communication.	

English Aspect: Reading - Word Reading	Ongoing throughout the year
Pupils:	
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.	
A note on phonic learning:	
The majority of children enter year 2 revising phases 1-5 (in the autumn term) and beginning Phase 6 (letters and sounds). The majority of children leave year 2 completing Phase 6 (letters and sounds) of their phonic development. It is important to remember, particularly in the early years, that children develop at different rates.	

English Aspect: Reading - Comprehension and Enjoyment
Pupils 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 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.
Pupils 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.
Pupils:
participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and 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 genres Year 2 Main (focus in bold)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction - Traditional stories Information Texts	Mixed genre Based on <i>Man On The Moon</i> by Simon Bartram Information Text Instructions (recipe) Fact file Story Recount	Poetry themes line, verse, repetition, rhyme, rhythm, alliteration, simile, riddle, adjectives, verbs and couplets.	Fiction - Play script and performance - an introduction to Shakespeare Play script Story Fact file	Mixed genre Author study with dialogue Information texts Recount - (biography) Play script	Author Study - Julia Donaldson, Anthony Browne Story
<p>Children learn about the characteristic language features and structures of different text types, and to apply them in their own writing. Their writing is clearly informed by audience and purpose. Children can apply their skills across a range of contexts in different forms.</p>					

English Aspect: Writing - transcription - Spelling				Autumn	Spring	Summer
Pupils can spell:						
The ge and dge sound at the end of words (sometimes spelt as g elsewhere in words before e, i and y). Examples: badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy						
The /s/ sound spelt c before e, i and y. Examples: race, ice, cell, city, fancy.						
The -le letters at the end of words. Examples: table, apple, bottle, little, middle.						
The /ai/ sound spelt -y at the end of words. Examples: cry, fly, dry, try, reply.						
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. Examples: copied, copier, happier, happiest, cried, replied ... but copying, crying, replying.						
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. Examples: 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. Examples: patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner.						
The /n/ sound spelt kn and (less often) gn at the beginning of words. Examples: knock, know, knee, gnat, gnaw.						
The /r/ sound spelt wr at the beginning of words. Examples: write, written, wrote, wrong, wrap.						
The /l/ sound spelt -el at the end of words. Examples: camel, tunnel, squirrel, travel, towel, tinsel.						
The 'or' sound spelt a before l and ll. Examples: all, ball, call, walk, talk, always.						
The /ʌ/ sound spelt o . Examples: other, mother, brother, nothing, Monday.						
The /i:/ sound spelt -ey . Examples: key, donkey, monkey, chimney, valley.						
The suffixes -ment, -ness, -ful, -less and -ly . Examples: enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily.						
Using the possessive apostrophe (singular) [for example, the girl's book].						
Words ending -il Examples: pencil, fossil, nostril The or letters after w Examples: word, work, worm, world, worth The ar letters after w Examples: war, warm, towards The /z/ sound spelt s Examples: television, treasure, usual (There are few words with the above patterns)						
Adding -es to nouns and verbs ending in -y . Examples: flies, tries, replies, copies, babies, carries						
Spell more words with contracted forms. Examples: can't, didn't, hasn't, couldn't, it's, I'll						
Words ending in -tion . Examples: station, fiction, motion, national, section.						
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 . Homophones and near-homophones. Examples: 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.						
Pupils can:						
segment spoken words into phonemes and representing these by graphemes, spelling many correctly						
use the first letter of a word to check its spelling in a simple dictionary or word list						
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.						
begin to use dictionaries to check the spelling and meaning of words.						
begin to use a thesaurus.						
Pupils can spell the following common exception words:						
door	floor	poor	because	find	kind	
mind	behind	child	children	wild	climb	
most	only	both	old	cold	told	
every	everybody	even	great	break	steak	
pretty	beautiful	after	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	

English Aspect: Writing - transcription - Handwriting	Ongoing throughout the year
Children are able to:	
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.	
Note about handwriting:	
As soon as children can form letters securely with the correct orientation, they begin joining.	

English Aspect: Writing - Composition	Ongoing throughout the year
Pupils develop positive attitudes towards and stamina for writing by:	
writing narratives about personal experiences and those of others (real and fictional).	
writing about real events.	
writing poetry.	
writing for different purposes.	
Pupils consider what they are going to write before beginning by:	
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.	
Pupils make simple additions, revisions and corrections to their own writing by:	
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].	
Pupils:	
read aloud what they have written with appropriate intonation to make the meaning clear.	

English Aspect: Writing - vocabulary, grammar and punctuation	Ongoing throughout the year																				
Pupils:																					
Word:																					
Can form nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i>].																					
Can form adjectives using suffixes such as <i>-ful</i> , <i>-less</i> .																					
Can use the suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs.																					
Sentence:																					
Use subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>).																					
Use expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>].																					
Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.																					
Use some features of written Standard English, e.g.																					
<table border="1"> <thead> <tr> <th>Standard</th> <th>Non-standard</th> </tr> </thead> <tbody> <tr> <td>I was, we were</td> <td>we was or I were</td> </tr> <tr> <td>those books</td> <td>them books</td> </tr> <tr> <td>the house that Jack built</td> <td>the house what/as Jack built</td> </tr> <tr> <td>He did it.</td> <td>He done it.</td> </tr> <tr> <td>He came yesterday.</td> <td>He come yesterday.</td> </tr> <tr> <td>Nobody said anything.</td> <td>Nobody said nothing.</td> </tr> <tr> <td>He ran really quickly.</td> <td>He ran real quick.</td> </tr> <tr> <td>I didn't break it.</td> <td>I never broke it.</td> </tr> <tr> <td>He hasn't finished.</td> <td>He ain't finished.</td> </tr> </tbody> </table>	Standard	Non-standard	I was, we were	we was or I were	those books	them books	the house that Jack built	the house what/as Jack built	He did it.	He done it.	He came yesterday.	He come yesterday.	Nobody said anything.	Nobody said nothing.	He ran really quickly.	He ran real quick.	I didn't break it.	I never broke it.	He hasn't finished.	He ain't finished.	
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Text:																					
Correct choice and consistent use of present tense and past tense throughout writing.																					
Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i>].																					
Punctuation:																					
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 (contractions, e.g. <i>he's</i> , <i>I'll</i>), and to mark singular possession in nouns [for example, <i>the girl's name</i>].																					
Terminology:																					
use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading:																					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present)																					
apostrophe, comma.																					

Examples of pupil writing - Year 2

Dear Diary

Pupils had studied The Great Fire Of London as an event beyond living memory and the lives of significant individuals at that time. They found out about Samuel Pepys and the diary he kept at this time. Taking on the role of a Londoner, pupils were asked to make a diary entry of their experiences during the great fire. In preparation, the teacher modelled a diary entry, focusing on the first person and a chronological sequence. Pupils talked through their ideas with a partner prior to writing. The writing is an independent first draft. Pupil B read the entry aloud and confidently to other pupils in the group. Typed for clarity.

Dear Diary

I finished work and set the fire up for the next day I was very tired so I sat down for a cup of tea. Then I went to bed. Suddenly I head (heard) my worker shouting "Fire! Fire!" I rushed down the stairs. A fire had begun. Me and my family leaped through the windo. I called my maid a gain and a gain but she was to scared to do it. The smoke was spreading fast. Sadly she died. It was a relief my family didn't die.

Now I must go. I wonder what tomorrow will bring

From

Thomas

The Magic Stone

As an end of term assessment, pupils were asked to write a story using the title 'The Magic Stone'. Pupils had 10 minutes planning time. The writing is independent, completed as a timed activity of 35 minutes. Pupils had additional time to re-read and edit their writing – changes made are in brackets. Story is typed for clarity.

Once upon a time there lived a young girl called Buttercup, she had long blond hair like silk also she would only wear dresses. Her hair went down to her feet.

One day she was walking through the forest (on her own) it was full of trees and flowers. When she was half way through the forest she was not looking where she was going and she triped over a green, spotty stone. She picked it up and rubbed it.

Suddenly she was in a grand castle on the stairs and Buttercup could hear someone comeing but the stairs were to short so when he was there she would be 1 step up so she stayed.

She new she was brought there by the stone. She just couldn't think why.

After she stopped thinking he was there in front of her and the prince told her that he is going to marry her and the wedding is at 10:00 in the morning. Buttercup did not want to marry him. That night Buttercup couldn't sleep because (she) was to busy thinking about what would happen at the wedding. In the morning she remebed (remembered) about the stone and put it in her wedding dress pocket.

The Bird Who Couldn't Whistle

After listening to and enjoying reading several stories with a problem and resolution structure, pupils were asked to create their own 'problem' story. As a prompt, pupils were asked to pay particular attention to a logical sequence and paragraphing to guide the reader. They had 10 minutes planning time prior to writing. The writing is independent. Pupil B read the finished story aloud to other pupils with enthusiasm and appropriate intonation. Story typed for clarity. The pupil's changes, made at the editing stage, are in brackets.

Once upon a time there lived a bird called Whistleless and his family who were 3 other birds that are red and he is yellow.

They lived in a tree with 4 branches 1 each with lots of (pink pretty) blossom. They could all whistle but poor Whistleless couldn't. He felt extremely upset.

He went to the city and flew in the window strait into a shower and their was a yellow man who could whistle. He tried but still he couldn't. Oh poor little Whistleless. He flew out the windo on to a policeman's hat. The policeman had a whistle. Whistleless tried to steal it but he couldn't. He flew to the park and a pretty, young and kind girl picked him up and swung little Whistleless and she wistled (whistled)to him a song it was betuful "Whistle Whistle Whistle" When she finished she popped him down on the floor. He went to a (orange) tiger and even he could whistle and was about to eat him! Oh! he only just made it. But he still couldn't do it.

Then he stoll the whistle out of the policeman's pocket. He started blowing it and on the road it was chaos place to be. Everyone were honking there horn " Honk Honk"