



# Wheldrake with Thorganby School

Working together to be the best we can be

## A Guide to End of Year Expectations in English

Year 2



# Wheldrake with Thorganby CE Aided School

Working together to be the best we can be

2014 National Curriculum  
Year 2 Guided Reading Example Questions

## Reading Comprehension - Pupils should be taught to:

...listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction texts

What was your favourite part of this book?

Can you find a page in the story/a part of the poem that you didn't like?

Can you choose a character from the story that interests you, and say why?

What made you choose this book? What sort of book is this, and how can you tell?

What is the author's view of this subject/events in this story? How can you tell?

...discuss the sequence of events in books and how information is linked

What is the main event in this story?

What was happening at the beginning of the story?

Can you find words which tell you the order things happened in?

Can you think of another way to begin this story?

Were you surprised by the ending? Is it what you expected?

...become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales

What happened in the story?

Who do you think is telling this story?

Can you choose part of the story to retell to your friend/group?

How can you use your voice to make your story interesting?

...be introduced to non-fiction books that are structured in different ways

How is this book organised? Does the genre (*fiction/non-fiction*) affect how the author presents the text?

What is the theme of this book?

Has the author put certain words in bold or in italics? Why do you think they have done this?

Can you find the contents/index/glossary? Why does the author include these?

...recognise simple recurring language in stories and poetry

Can you recognise any patterns in the way words are used in the text?

How do stories often begin? Can you think of a different way to begin this story/section?

...discuss and clarify word meanings, link new meanings to those already known

Is this like any other word you know?

Does it sound the same? Does it mean the same?

...discuss their favourite words and phrases

Can you find any amazing adjectives?

Can you find a powerful verb? Why has the author chosen this verb?

Can you find a description of (*a character/setting*) that you particularly like? Why do you like it?

...continue to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make meaning clear

How can you use your voice to make the meaning clear? Can you use volume and tone to help?

Can you join in and remember this poem?

Develop pleasure in reading, motivation to read, vocabulary and understanding.  
I can...

Understand both the books they read accurately and fluently and those they listen to. I can...	...draw on what they already know or on background information and vocabulary provided by the teacher
	What do you already know about this topic?
	Have you ever been in a similar situation? What happened? How did you feel/ behave?
	...check that the text makes sense to them as they read, and correct mistakes
	Did that make sense? Can you work out what this ( <i>unfamiliar</i> ) word means by reading the words around it?
	How does punctuation help you to read for sense?
	...make inferences on the basis of what is being said and done
	Why did (a character) behave in this way?
	Can you choose a character from the story that interests you and say why?
	How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this?
	...predict what might happen on the basis of what has been read so far
	Using role play, can you act out what you think might happen?
	Based on the cover/this chapter/section, what do you think the book/next section will be about?
	Participate in discussion about what is read to them, taking turns and listening to what others say
	Do you agree with the rest of the group?
What do you think about ( <i>an event/character in the text</i> )?	
After discussing ( <i>an event</i> ) with the group, have you changed your mind?	
Explain clearly their understanding of what is read to them	
Can you explain what you know about the text that I read to you?	
What happened in the story?	

## Reading Expectations

### Working Towards Y2 Objectives

I can...

- Read accurately by blending the sounds for all 40+ phonemes.
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences.
- Read many common exception words.
- Read aloud many words quickly and accurately without overt sounding and blending
- Sound out many unfamiliar words accurately.
- Answer questions and make inferences in a familiar book that is read to me.

### Working At Y2 Objectives

I can...

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read most common exception words.
- In age appropriate books read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.
- In age appropriate books sound out most unfamiliar words accurately, without undue hesitation.
- In a familiar book that they can already read accurately and fluently, the pupil can check it makes sense to them.
- In a familiar book that they can already read accurately and fluently the pupil can answer questions and make some inferences on the basis of what is being said and done.

### Working With Greater Depth Within Y2 Objectives

I can...

- In a book I am reading independently make inferences on the basis of what is said and done.
- In a book I am reading independently predict what might happen on the basis of what has been read so far.
- Make links between the book they are reading and other books they have read.

## Other Curriculum Objectives

I can...

- Listen, discuss and express views about contemporary and classical poetry, stories and non-fiction at a level beyond that I can read independently.
- Become familiar with and retell a range of stories i.e. fairy tales and traditional tales.
- Look at non-fiction books structured in a variety of ways.
- Discuss and understand the meanings of new words.
- Identify and discuss their favourite words and phrases.
- Learn poetry by heart and recite with appropriate intonation.

## Writing Expectations

### **Working towards the expected level**

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words\*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

### **Working at the expected level**

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words\*
- spelling some words with contracted forms\*
- adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly\*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

## **Working in greater depths within the National Curriculum**

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words\*
- spelling most words with contracted forms\*
- adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly\*
- using the diagonal and horizontal strokes needed to join letters in most of their writing