

About the Objectives

These objectives are the key skills that the majority of children should have by the end of Year 2.

Some objectives are harder than they seem, e.g. children may be able to write beautifully and use capital letters and full stops when they are being supported and guided by an adult, but may not remember to do this independently and consistently.

By the end of Year 2, we want most children to be secure in these key objectives.

The words below, called the 'Stages of Learning', are the words we will use to help you understand your child's progress as they continue to build on their learning through the year.



% of Objectives Met with confidence

Stage of Learning

What this means at the end of the year

0-25%
26 – 50 %

Beginning
Emerging

less than expected
attainment for end of Year 1

51 – 63 %
64 – 75 %

Developing
Secure

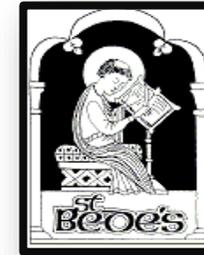
expected attainment
for end of Year 1

76 – 88 %
89 – 100 %

Confident
Advanced

more than expected
attainment for end of Year 1

St Bede's Catholic Infant & Nursery School



Year 2
English Objectives
A Booklet for Parents

Reading	Writing
By the end of Year 2, most children should be secure in the following objectives...	By the end of Year 2, most children should be secure in the following objectives...
Guided Reading Objectives	Transcription
<i>I can read most words quickly and accurately.</i>	<i>I can spell words correctly by saying them out loud.</i>
<i>When I see a word I have not read before, I can sound out the word without help from an adult.</i>	<i>I am learning new ways for spelling words which sound the same but have different meanings.</i>
<i>When I re-read my books, I become better and better at reading the text.</i>	<i>I know how to spell words that do not follow a spelling pattern.</i>
<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>	<i>I can spell more words by using 'rules' I already know.</i>
<i>I understand the books I can read.</i>	<i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i>
<i>I can answer and ask questions about what I have read.</i>	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>
<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>
<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>	<i>I can spell the words correctly in my Year 2 spelling list.</i>
<i>I discuss the meaning of words.</i>	<i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>
<i>I am happy to tell you my favourite words and phrases from my reading.</i>	Handwriting
Reading and Spelling Objectives	<i>When I write, my letters are the same size.</i>
<i>I can read words quickly because I know how to sound out all parts of a word.</i>	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>
<i>I read by blending together the sounds I know and can read out within a word.</i>	<i>I can write letters and numbers that are the right way round and the right size.</i>
<i>I can read words with two or three syllables.</i>	<i>I know where to leave spaces between words.</i>
<i>I can read words with common word endings, such as -ing and -ed.</i>	Composition
<i>I can read a range of unusual words from our word lists.</i>	<i>I am beginning to write stories about things that have happened to me or other people.</i>
Additional Objectives (including Speaking & Listening)	<i>I am able to write longer stories about real things that have happened.</i>
<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>	<i>I can write my own poems.</i>
<i>I can tell you about all the different stories I have read.</i>	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>
<i>I enjoy finding out about non-fiction books and how they are set out.</i>	<i>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>
<i>I can recognise simple language patterns in stories and poems.</i>	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>
<i>I can say out loud a number of poems I have learnt.</i>	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>
<i>I take turns to discuss and listen to others about what I have read.</i>	<i>I can make changes in my writing by listening to what others have to say about it.</i>
	<i>Once finished, I will re-read my work to make sure it makes sense.</i>
	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>
	<i>I can read aloud my work in a way which helps people understand it.</i>
(Vocabulary Grammar and Punctuation Objectives continued à)	Vocabulary Grammar and Punctuation
<i>I try to write in the present or past tense when writing.</i>	<i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>
<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>	
<i>I can add -ful and -less to words to make adjectives.</i>	<i>I can use commas correctly when making a list of things.</i>
<i>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</i>	<i>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</i>
<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>	<i>I am learning to write sentences which convey different meaning for different purposes.</i>
<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>	<i>I am able to write more interesting sentences by adding further detail.</i>