

ENGLISH KEY LEARNING INDICATORS
YEAR 2
SUPPORTING MATERIALS

YEAR 2	TRANSCRIPTION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Writing shows attempts to join letters and words accurately	- Sit correctly at a table, holding a pencil correctly - Form capital letters - Write all capital letters clearly bigger than lower case letters - Demarcate words with clear finger spaces - Write punctuation marks at an appropriate size - Know that capital letters do not join to lower case letters	http://debbiehepplewhitehandwriting.com/free_resources.html Handwriting CPD on DEMAT CPD website
	All letters formed as per school script	- Form lower-case letters in the correct direction, starting and finishing in the right place - Form all letters accurately from memory	

YEAR 2	WORD STRUCTURE		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Apply learned code when attempting to spell words	- Make phonetically plausible attempts to spell unfamiliar words - Segment words into sounds - Blend the sounds together - Manipulate sounds to create new words	NB as much as possible, use SW script, 'In this word it's spelt' and show the letters for the sound-spelling correspondence
	Spell all the Y2 words listed as common exception words in NC English Appendix1: Spelling.	- Spell words correctly - Identify the number of syllables in each word (if applicable) - Say and write the sounds in each syllable - Say and write the sounds in each word - Choose correct spellings of each sound to spell the word - Describe the spelling pattern (if applicable) - Identify words which have the same sounds same spelling - Identify words which have same sound different spelling	e.g. Sounds Write planning

SENTENCE STRUCTURE

STRUCTURE AND GRAMMAR

YEAR 2	SENTENCE STRUCTURE		
	STRUCTURE AND GRAMMAR		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and explain a MAIN CLAUSE	- Identify when a sentence is simple - Identify and discuss when a sentence is not simple and explain why - Identify the subject and verb in both clauses in compound and complex sentences - Explain that a main clause is a complete thought -	See subject knowledge pack Section one: sentences
	Write compound sentences using: and, but, so	- Know that not all sentences are simple - Identify the conjunction <i>and</i> and explain it is linking two main clauses - Identify the conjunction <i>but</i> and explain it is linking two main clauses - Identify the conjunction <i>so</i> and explain it is linking two main clauses - Write sentences using <i>and</i> as the coordinating conjunction - Write sentences using <i>but</i> as the coordinating conjunction - Write sentences using <i>so</i> as the coordinating conjunction - Know that both clauses are main clauses	See subject knowledge pack Section one: sentences
	Write complex sentences using conjunctions: because, if, when	- Know that not all sentences are simple - Identify the conjunction <i>because</i> and explain it is linking two clauses - Identify the conjunction <i>if</i> and explain it is linking two clauses - Identify the conjunction <i>when</i> and explain it is linking two clauses - Write sentences using <i>because</i> as the subordinate conjunction - Write sentences using <i>if</i> as the subordinate conjunction - Write sentences using <i>when</i> as the subordinate conjunction - Know that the clause with the subordinating conjunction is the subordinate clause and not the main clause	See subject knowledge pack Section one: sentences

	Write a combination of simple, compound and complex sentences	- Articulate the difference between simple, compound and complex sentences - Explain choices of sentences during conferencing	See subject knowledge pack Section two: tenses
	Maintain a consistent tense in writing	- Use past tense verbs when appropriate and keep all verbs past - Use present tense verbs when appropriate and keep all verbs present - Explain that only verbs can have different tenses - Explain difference between past and present tense - Explain why their writing is in past or present tense -	See subject knowledge pack Section two: tenses
	Identify a subordinate clause	- Identify and explain a main clause - Explain that a subordinate clause cannot make sense on it's own - Explain that a subordinate clause needs a subordinate conjunction - Identify subordinate conjunctions in sentences - Explain that a subordinate clause can be used at the beginning of the sentence - Explain that when a subordinate clause is used at the beginning of a sentence it is followed by a comma -	See subject knowledge pack Section one: sentences
TYPES OF SENTENCES			
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify commands	- Explain that a command gives advice or instructions - Explain that a command can express a request - Identify the imperative verb - Explain who the subject is and why the subject is not stated	See subject knowledge pack Section one: sentences
	Write commands	- Uses a command gives advice or instructions - Uses a command to express a request - Write the imperative verb - Know who the subject is and why the subject is not stated - Punctuate with a full stop or exclamation mark - Explain why full stop or exclamation mark has been used	See subject knowledge pack Section one: sentences



Identify speech in sentences	- Can identify when a character is speaking - Can identify inverted commas in fiction writing - Can identify who is speaking in fiction writing - Explain that the speech punctuation helps the reader to understand who is speaking	See subject knowledge pack Section four: punctuation
Write speech by a single character	- Uses inverted commas only around the words being spoken by the character - Uses appropriate punctuation before the closing inverted comma (, . ! ? ...)	See subject knowledge pack Section four: punctuation
PUNCTUATION		
Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify commas in lists and explain their purpose	- Identify when a comma has been used in prose - Know that a comma sits on the line and it not the same size as a lower case letter - Explain that a list is a group of three or more things - Explain that the list could be made up of words, clauses or phrases - Identify the things which are being listed - Explain that the commas have been used to replace <i>and</i> or <i>or</i>. - Explain that the comma is there to help the reader to understand the meaning clearly	See subject knowledge pack Section four: punctuation
Use commas in lists of words	- Uses appropriately sized commas to punctuate - Explain the things which have been listed - Explain if the comma has replaced <i>and</i> or <i>or</i>	See subject knowledge pack Section four: punctuation



Identify exclamation marks and explain their purpose	- Explain that exclamations can start with 'what' or 'how' e.g. 'What fools people can be!' - Explain that exclamations can imply urgency 'We must save the rhinos!' - Explain that exclamations can imply surprise 'The scientists opened the tomb. It was empty!' - Identify where an exclamation mark has been used in fiction - Explain why the author used it - Identify where an exclamation mark has been used in non-fiction - Explain why the author used it - Explain the differences between how an exclamation mark is used in fiction and non-fiction - Explain that exclamations express force or strong emotion - Explain that an exclamation mark demarcates the end of an exclamation sentence	See subject knowledge pack Section one: sentences Section four: punctuation
Use exclamation marks for emphasis	- Write sentences that begin with 'what' or 'how' - End an exclamation with an exclamation mark as a stop mark - Only use one exclamation mark - Write sentences that expresses force or strong emotion - Position exclamations at appropriate points in the paragraph e.g. as a topic sentence to start a paragraph in an informal letter - Write the exclamation mark within the inverted commas for speech - Match exclamations in speech with an appropriate verb in the narrative - e.g. 'How well did Pipa look yesterday!' exclaimed Susan.	See subject knowledge pack Section one: sentences Section four: punctuation
Identify and explain apostrophes for possession	- Identify between singular and plural nouns - Identify when a singular noun ends with an s e.g. species - Explain that possession means <i>belongs to</i> - Identify when an apostrophe has been used as a contraction and explain why it is not possession	See subject knowledge pack Section four: punctuation
Use apostrophes for possession	- Use singular and plural nouns - With a singular noun not ending in s, write an apostrophe and the letter s at the end the word (The woman's hat) - With a singular noun ending in s, write an apostrophe at the end of the word (Charles Dickens' novels)	See subject knowledge pack Section four: punctuation



		- With a plural noun not ending in s, write an apostrophe and the letter s at the end of the word (The children's PE kits) - With a plural noun ending in s, write an apostrophe at the end of the word (The pupils' scores)	
	Identify and explain CEW which have apostrophes for contraction (Appendix 1)	- can't - couldn't - shouldn't - didn't - wouldn't - don't	See subject knowledge pack Section four: punctuation NC Appendix 1
	Spell CEW which have apostrophes for contraction (Appendix 1)	- Build the root words e.g. can not - Identify which sound is omitted - Write the apostrophe where the omitted sounds were - Identify if the vowel sound has changed in the first syllable	NC Appendix 1

YEAR 2	ORACY		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Read own sentence out loud in their presentation voice to own class	- Read own work out in a confident and clear voice - Pause appropriately at full stops - Change voice to indicate feelings - Change voice to indicate a question - Explain reasons for changes in voice	
	Learn and retell a short story	- Retell the story in a confident and clear voice - Change voice to indicate a change in mood - Change voice to indicate a character - Explain reasons for changes in voice	
	Learn by heart and recite a classic poem	- Retell the poem in a confident and clear voice - Understand the meter of the poem - Deliver poem with correct rhythm - Identify which words are rhyming words (if appropriate to chosen poem)	



YEAR 2	TEXT STRUCTURE		
	FICTION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and discuss the opening, problem and resolution in a story	- Say where the story begins - Say what the problem is in the story - Explain how the problem is overcome	See subject knowledge pack Section four: punctuation
	Write stories which have a clear opening, problem and a resolution	- Structure stories in three clear parts - sentences not paragraphs - Write at least one sentence which opens the story - Write at least one sentence that explains the problem - Write at least one sentence that shows how the problem is overcome	Single Paragraph Outline (SPO) planning template
	Identify the plot points in any story studied and written	- Identify the main points in a story - Explain how the author moves the plot forward	Single Paragraph Outline (SPO) planning template
	Plan plot points before writing a story	- Understand that a plot point changes the direction of the story - Understand that a plot point moves the story forward - Plan for a problem and resolution	Single Paragraph Outline (SPO) planning template
	Identify chapters	- Explain that a chapter is a part of a book - Explain that chapters divide a book into smaller parts with a heading - Explain that chapters can be in fiction and non-fiction books - In non-fiction, chapters are often listed in a table of contents	
	Identify stanzas in familiar poetry	- A group of lines in a poem with the same meter - Can also be referred to as a verse - Identify rhyming couplets within stanzas (where appropriate to the poem)	

NON-FICTION

Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify the opening, elaboration points and conclusion in non-fiction texts	- Say what the non-fiction text is about - Explain how the introduction tries to make the reader read on - Say what extra details or information the text gives - Explain the information the reader is to learn from the text	
Write non-fiction texts which have a clear introduction, two different points elaborated (with at least two connecting ideas), and a conclusion	- Structure non-fiction texts in three clear parts - sentences not paragraphs - Explain the information the reader needs - Write at least one sentence which introduces the topic - Write at least one sentence which elaborates - Write at least one sentence to conclude	Single Paragraph Outline (SPO) planning template
Know and write the main features of a letter	- Identify and write the sender's address - Identify and write the reciever's address - Identify and write the date - Identify and write the name/greeting at the start of a letter with Dear... - Identify and write the sign off with either Yours sincerely/Yours faithfully - Explain the difference between Yours sincerely and Yours faithfully	
Know and write the main features of instructions	- Identify and write commands - Identify and write the imperative form of the verb - Identify and write adverbials of time to show the order - Identify and write numbers to show the order - Use pictures and diagrams (where appropriate)	

YEAR 2	COMPOSITION		
	ANALYSIS		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Explain and identify: Genre Plot outline Narrative viewpoint Closure Setting Characters Problem/Dilemma Similar stories Sentence structure Vocabulary choices	<i>Genre</i> – identify genre of books read from school reading canon <i>Plot outline</i> – The main events of the story <i>Narrative viewpoint</i> – 1 st , 2 nd or 3 rd person <i>Closure</i> – A sense of an ending <i>Setting</i> – Where the story is set <i>Characters</i> – the main characters (protagonist and antagonist) <i>Problem</i> – resolvable situation <i>Dilemma</i> – a difficult choice between two equally weighted elements <i>Similar stories</i> – stories with a similar storyline, similar characters, similar moral/lesson <i>Sentence structure</i> – the author's use of sentences <i>Vocabulary choices</i> – the author's specific choices of vocabulary	Subject knowledge pack Section 5: literary elements
	LANGUAGE DEVICES		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	To add pertinent information to the subject and object	- Explain that an adjective describes a noun - Explain that an adjective gives the reader a more detailed description - Find examples of adjectives in texts - Know which noun the adjective is describing - Articulate the difference between the subject and the object - Explain why a specific adjective was chosen - Say what the adjective means	Subject knowledge pack Section 5: literary techniques
	Use two adjectives separated by a comma to describe a noun	- Uses appropriately sized commas to punctuate - Explain the things which have been listed - Explain if the comma has replaced <i>and</i> or <i>or</i>	Subject knowledge pack Section 5: literary techniques



Use alliteration with one adjective and one noun	- Explain that alliteration is when words begin with the same consonant sound - Identify examples of alliteration when listening to stories and poems - Discuss why the author or poet may have wanted to use alliteration - Explain choice of alliteration in own writing -	Subject knowledge pack Section 5: literary techniques
To identify a series of rhymes and rhyming patterns in poetry	- Explain that rhyme means words with the same sound(s) at the end - Explain that sometimes the spelling is the same (book, look) - Explain that sometimes the spelling is different (flew, blue) - Explain and identify the number of syllables in a line of poetry - Identify rhyming words with the same spelling - Identify rhyming words with a different spelling - Identify where the rhyming words are in the poem - Where appropriate identify: - o End rhymes - o Internal rhymes	Subject knowledge pack Section 5: literary techniques
Identify and use literal adverbs	- Explain that an adverb describes a verb - Explain that an adverb gives the reader a more detailed description - Find adverbs in texts - Articulate which verb the adverb describes - Articulate why the author chose to use an adverb - Include adverbs in own writing - Explain choice of adverb - Explain what the adverb means	Subject knowledge pack Section 5: literary techniques

VOCABULARY

	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and use two synonyms and antonyms for big, small, hot, cold, happy, sad	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word - Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice	Subject knowledge pack Section 5: literary techniques
	To identify and use at least 3 synonyms and antonyms for said and move	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word - Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice	Subject knowledge pack Section 5: literary techniques