

# Core learning in literacy by year

Year 2

## Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	5. Word recognition: decoding (reading) and encoding (spelling)	6. Word structure and spelling
<p>Speak with clarity and use appropriate intonation when reading and reciting texts</p> <p>Tell real and imagined stories using the conventions of familiar story language</p> <p>Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication</p>	<p>Listen to others in class, ask relevant questions and follow instructions</p> <p>Listen to talk by an adult, remember some specific points and identify what they have learned</p> <p>Respond to presentations by describing characters, repeating some highlight and commenting constructively</p>	<p>Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement</p> <p>Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on</p> <p>Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member</p>	<p>Adopt appropriate roles in small or large groups and consider alternative courses of action</p> <p>Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class</p> <p>Consider how mood and atmosphere are created in live or recorded performance</p>	<p>Read independently and with increasing fluency longer and less familiar texts</p> <p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns</p> <p>Know how to tackle unfamiliar words that are not completely decodable</p> <p>Read and spell less common alternative graphemes including trigraphs</p>	<p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters</p> <p>Read and spell less common alternative graphemes including trigraphs</p>
				<p>Read and spell less common alternative graphemes including trigraphs</p>	<p>Read high and medium frequency words independently and automatically</p>

**Foundation Stage objectives in bold refer to the Early Learning Goals.**

Throughout this document, the specific objectives identified for the Foundation Stage are dependent upon the outcomes of the consultation on the EYFS.

## Most children learn to:

7. Understanding and interpreting texts	8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Draw together ideas and information from across a whole text, using simple signposts in the text</p> <p>Give some reasons why things happen or characters change</p> <p>Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points</p> <p>Use syntax and context to build their store of vocabulary when reading for meaning</p> <p>Explore how particular words are used, including words and expressions with similar meanings</p>	<p>Read whole books on their own, choosing and justifying selections</p> <p>Engage with books through exploring and enacting interpretations</p> <p>Explain their reactions to texts, commenting on important aspects</p>	<p>Draw on knowledge and experience of texts in deciding and planning what and how to write</p> <p>Sustain form in narrative, including use of person and time</p> <p>Maintain consistency in non-narrative, including purpose and tense</p> <p>Make adventurous word and language choices appropriate to the style and purpose of the text</p> <p>Select from different presentational features to suit particular writing purposes on paper and on screen</p>	<p>Use planning to establish clear sections for writing</p> <p>Use appropriate language to make sections hang together</p>	<p>Write simple and compound sentences and begin to use subordination in relation to time and reason</p> <p>Compose sentences using tense consistently (present and past)</p> <p>Use question marks, and use commas to separate items in a list</p>	<p>Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words</p> <p>Form and use the four basic handwriting joins</p> <p>Wordprocess short narrative and non-narrative texts</p>