ENGLISH KEY LEARNING INDICATORS
YEAR 2
SUPPORTING MATERIALS

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	
Spell correctly all HFW and spelling lists from NC when writing	- 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	

(Left vertical label: YEAR 2)

TRANSCRIPTION		
Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
Writing shows attempts to join letters and words accuratley	- 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 - Start forming letters from the line - Know that capital letters do not join to lower case letters	http://debbiehepplewhitehandwriting.com/free_resources.html
All letters formed as per academy script	- Form lower-case letters in the correct direction, starting and finishing in the right place - Form all letters accurately from memory	http://debbiehepplewhitehandwriting.com/free_resources.html

(Left vertical label: YEAR 2)

	SENTENCE STRUCTURE		
	STRUCTURE AND GRAMMAR		
	Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
YEAR 2	Idenitfy end 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	
	Write compound sentences using: and, but, so	- Know that not all sentences are simple - Identify the conjunction *and* and explain it is linking two main clauses - Identify the conjunction *but* and explain it is linking two main clauses - Identify the conjunction *so* and explain it is linking two main clauses - Write sentences using *and* as the coordinating conjunction - Write sentences using *but* as the coordinating conjunction - Write sentences using *so* as the coordinating conjunction - Know that both clauses are main clauses	
	Write complex sentences using conjunctions: because, if, when	- Know that not all sentences are simple - Identify the conjunction *because* and explain it is linking two clauses - Identify the conjunction *if* and explain it is linking two clauses - Identify the conjunction *when* and explain it is linking two clauses - Write sentences using *because* as the subordinate conjunction - Write sentences using *if* as the subordinate conjunction - Write sentences using *when* as the subordinate conjunction - Know that the clause with the subordinating conjunction is the subordinate clause and not the main clause	
	Write a combination of simple, compound and complex sentences	- Articulate the difference between simple, compound and complex sentences - Explain choices of sentences during conferencing	
	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	
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	

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	
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	
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	
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 (, . ! ? …)	
Identify rhetorical questions	- Explain that a rhetorical question is asked without the expectation of an answer in order to lay emphasis on a particular point - Can identify a rhetorical question ends with a question mark	

	- Explain who the audience is of the question - Explain that that answer is self-evident to the person asking the question - Explain that rhetorical questions can be used to persuade (e.g. letters), to inform (e.g. newspaper headlines), to argue/discuss (e.g. Speeches and debates) and to entertain (e.g. to empathise with a character and/or build suspense)	
Write rhetorical questions	- Know who the audience of the question is - Know the purpose/reason for writing a rhetorical question is – to entertain, to inform, to persuade, to argue/discuss - Punctuate the end of the rhetorical question with a question mark	

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 *and* or *or.* - Explain that the comma is there to help the reader to understand the meaning clearly	
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 *and* or *or*	
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	
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.	
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 *belongs to* - Identify when an apostrophe has been used as a contraction and explain why it is not possession	
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) - 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 HFW which have apostrophes for contraction	- can't - couldn't - shouldn't - didn't - wouldn't - don't	
Spell HFW which have apostrophes for contraction	- 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	

	ORACY		
	Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
YEAR 2	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)	

	TEXT STRUCTURE		
	FICTION		
	Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
YEAR 2	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	
	Write stories which have a clear opening, problem and a resolution	- Structure stories in three clear parts - sentences not paragrpahs - 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	
	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	
	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	
	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 ofen listed in a table of contents	
	Identify stanzas in 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	
	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	- Identfy 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 - Utilise pictures and diagrams (where appropriate)	

	COMPOSITION		
	ANALYSIS		
	Key Learning Indicator	**What the child will be able to do**	**Supporting Documents**
YEAR 2	Explain and identify: Genre Plot outline Narrative viewpoint Closure Setting Characters Problem/Dilemma Similar stories Sentence structure Vocabulary choices	*Genre* – Science fiction, horror, ghost, adventure, traditional, fairy tale, detective, mystery, fantasy, myths and legends *Plot outline* – The main events of the story *Narrative viewpoint* – 1st, 2nd or 3rd person *Setting* – Where the story is set *Characters* – the main characters (protagonist and antagonist) *Problem* – resolvable situation *Dilemma* – a difficult choice between two equally weighted elements *Similar stories* – stories with a similar storyline, similar characters, similar moral/lesson *Sentence structure* – the author's use of sentences *Vocabulary choices* – the author's specific choices of vocabulary	
	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	
	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 *and* or *or*	
	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	
	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)	

	Key Learning Indicator	What the child will be able to do	Supporting Documents

		- 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	

	Identify and utilise 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	
	Identify and utilise personification	- Explain that personification is the attribution of human characteristics to something non-human - Identify examples of personification when listening to and reading stories or poems - Explain why an author would use personification - Explain the use of personification in own stories or poems	
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	
	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	

Use one simple cohesive connective and connective phrase to ORDER, ADD TO, EXPLAIN, CONTRAST, CONCLUDE	- Explain the meaning of a cohesive connective
	- Explain what a cohesive phrase is
	- Identify why a cohesive phrase/connecticve has been used to:
	    o Order
	    o Add to
	    o Explain
	    o Contrast
	    o Conclude
	- Write a cohesive connective/phrase to:
	    o Order
	    o Add to
	    o Explain
	    o Contrast
	    o Conclude
	- Explain why the phrase or connective was chosen	