

Parent and Carer Information: Year 2 English

This guide can help you to track the progress of your year 2 child as they develop through the subject of English. In year 2, children learn the key skills that form the basis of their English education, including reading, writing and spelling. Practising these skills at home can be a great way to boost your child's confidence and complement what they learn in the classroom. This guide outlines how you, as parents and carers, can best support your child's year 2 English journey, with an easy-to-follow flowchart of what they will learn and clear goals for you to work on together.

Click on each topic to head to the relevant category on the Twinkl website to find super resources to support your child.

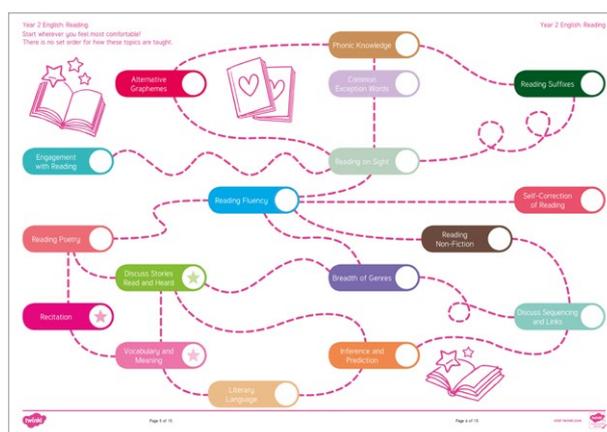


Alternatively, you can follow the web url www.twinkl.co.uk/resources/parents to get to the Twinkl Parents Hub.

We have also included handy tick boxes, so you can easily check off when you have covered each topic, and you can keep on track with your child's studies. You can also use the 'traffic light' system to record your child's confidence, and how they feel about the topic you have covered together.

Stick the other pages together to create a display poster for both you and your child to fill in. Complete with handy tick boxes, this chart is ideal for helping to support your child's studies from home.

- I feel unsure about this.
- I feel okay about this.
- I feel confident about this!



We hope you find the information on our website and resources useful. The contents of this resource are for general, informational purposes only. This guide is intended to offer parents general guidance on what subject areas tend to be covered in their child's year group and where they could support their children at home. However, please be aware that every child is different and information can quickly become out of date. There are some subject areas that we have intentionally not covered due to the nature of how they are taught or because a trained professional needs to teach these areas. We try to ensure that the information in our resources is correct but every school teaches the national curriculum in its own way. If you would like further guidance or are unsure in any way, we recommend that you speak to your child's teacher or another suitably qualified professional.

Phonic Knowledge



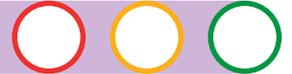
Your child can use the phonics skills they have learnt to read with increasing fluency and accuracy.

Alternative Graphemes



Your child can recognise alternative sounds for graphemes (sounds as they are written down) and uses this knowledge to help decode words, e.g. knowing that the grapheme 'ea' has different sounds in the words 'tea', 'bear', 'great' and so on.

Common Exception Words



Your child can read a wider range of 'common exception words' - words which are frequently used, but often cannot be decoded using phonics, e.g. because, beautiful, should, money. They can read most words on the year 2 spelling list.

Reading Suffixes



Your child can read words which contain common suffixes such as -ment, -ful, -ness, -less and -ly. For example, enjoyment, helpful, kindness, helpless, luckily.

Engagement with Reading



Your child can express a love and enjoyment of reading, choosing to read for pleasure.

Reading on Sight



Your child can read most familiar words without needing to say the individual sounds out loud. They recognise commonly occurring words on sight and are confident to read them without sounding out or blending.

Reading Fluency



Your child can read appropriate level books with increasing fluency and knows to sound out unfamiliar words.

Self-Correction of Reading



Your child can read an increasing number of books independently. They can show their understanding when talking about what they have read. When they make a mistake in their reading, they spot this and self-correct, realising when the reading doesn't sound right.

Reading Poetry



Your child can read some poetry independently, and can discuss and express views on different poems they have read or listened to. They can say what they like about a poem and what they dislike.

Reading Non-Fiction



Your child can discuss different types of non-fiction texts, such as instructions, reports or recounts, and can express views on the text and the information it contains. They can recap the key information contained within.

Discuss Stories Read and Heard



Your child can listen to stories at a level beyond their independent reading skills. They are able to discuss these stories, express their views and take into account the views of others.

Breadth of Genres



Your child can demonstrate a familiarity with a wide range of well-known stories, including fairy stories and traditional tales. They can retell many of these from memory and recall the main events from a wider range of stories.

Recitation



Your child can learn a range of simple poems, by heart, and can recite them using appropriate intonation of the voice, using their voice for dramatic and stylistic effect.

Discuss Sequencing and Links



Your child can discuss the order in which events happen in a story. They can talk about how the items of information in a non-fiction text are related together.

Vocabulary and Meaning



Your child can find new and unfamiliar words in texts they read and listen to. They find out and discuss the meaning of these words, then discuss the ones they like.

Inference and Prediction



Your child can interpret texts beyond the literal information that has been given. For example, finding clues to characters' feelings based on what they say or do. They can also make predictions about what may happen next, which are based on what has happened so far.

Literary Language



Your child can recognise recurring literary language in stories or poetry that occur often. For example, 'Once upon a time'.

Above and Beyond

If you really want to go the extra mile, you and your child can review these sections to gain a greater understanding of each topic and push their learning further.

★ Discuss Stories Read and Heard



Your child can ask questions about a text they are reading. They will be able to ask sensible questions that show an understanding and a hunger to find out more.

★ Recitation



Your child can prepare a poem and think about different ways they could use their voice, body or props to perform it. They use tone and volume of voice as a way of making their poem interesting and use actions to support the meaning.

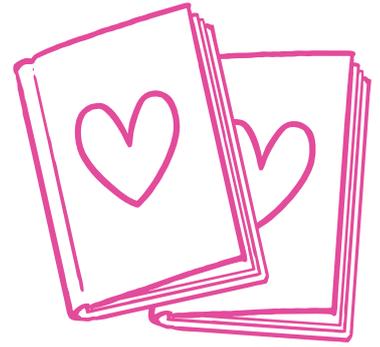
★ Vocabulary and Meaning



Your child can use their knowledge of the alphabet to find words within a dictionary. They understand that the dictionary is used to find the meaning of words.



Alternative Graphemes



Engagement with Reading

Reading Fluency

Reading Poetry

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Recitation

Vocabulary and Meaning

Literary Language

Phonic Knowledge

Common
Exception Words

Reading Suffixes

Reading on Sight

Self-Correction
of Reading

Reading
Non-Fiction

Breadth of Genres

Discuss Sequencing
and Links

Inference and
Prediction



Dictation



Your child can listen to, memorise and then correctly write a sentence dictated to them that contains sounds and words they are familiar with.

Homophones



Your child can spell most of the common homophones from the year 2 spelling list. Homophones are words that sound the same but have a different spelling and a different meaning. For example, sea/see, too/to/two, their/there/they're.

Spelling



Your child can spell two and three-syllable words that contain sounds they are familiar with. They break words into syllables to help spell them.

Pencil Grip



Your child can hold their pencil in a correct and comfortable grip.

Spelling Suffixes



Your child can spell words with the suffixes -ment, -ness, -ful, -less and -ly, including those where a change to the spelling of the 'root' word is needed. For example, happy, happiness.

Contractions



Your child can spell the contracted form of many words correctly. For example, I'm, you're, there's, we'll. They understand that the apostrophe replaces missing letters.

Common Exception Words



Your child can spell most of the common exception words from the year 2 spelling list. Common exception words are those which do not use common spellings of their sounds, for example, because, where, mother.

Legible Handwriting



Your child can create writing that can be read without the need for any explanation.

Consistency



Your child can consistently form all letters and digits correctly. The letters/digits are the correct size, the right way round and in proportion to one another.

Joining



Your child can explore joining some letters correctly, according to the way that they are being taught cursive (joined) writing.

Spacing



Your child can leave accurate spaces between words which are the correct size in relation to the size of their writing.

Sentence Types



Your child can write a range of sentence types with accurate grammar, e.g. statements (The dog is barking.), exclamations (What a loud bark he has!), commands (Tell him to stop barking.) and questions (Why is the dog barking?).

Word Classes



Your child can identify words which are nouns, adjectives, verbs and adverbs.

Tense



Your child can use past or present tense appropriately, as needed, and the chosen tense is used consistently. They are also beginning to use the progressive form of verbs, e.g. I am running, she was shouting.

Sentence Demarcation



Your child can increasingly use capital letters to begin sentences and full stops, question marks or exclamation marks, as appropriate, to show the end of a sentence. They use commas to separate items in a list, e.g. 'For dinner we are having pasta, cheese, tomatoes and bread.'

Vocabulary



Your child can explore and begin to understand how word choice can make their writing more interesting. They can choose verbs and adverbs for this effect. They also choose adjectives to make noun phrases, such as 'the shiny, blue balloon'.

Standard English



Your child can use appropriate features of standard English in their writing. For example, understanding that the way we write things down is not always the same as how we speak.

Sentence Composition



Your child can rehearse sentences, out loud, before writing them down.

Coordination of Clauses



Your child can use some longer sentences, created by joining two sentences using 'and', 'or', 'but'. For example, 'I am seven but my friend is six', 'We can go swimming or we can go to the park'.

Drafting



Your child can gather together ideas, words and phrases in a draft or plan, before beginning to write.

Writing Narratives



Your child can write a story or narrative. This can be about a personal experience, the experiences of others or can be imaginary. They maintain a narrative (i.e. storytelling) form.

Writing a Recount



Your child can write a recount of real events, which maintains its purpose as a recount to the end and uses some of the features of a recount, such as time sequencing words (first, then, next etc.).

Writing Poetry



Your child can compose poetry orally and write it down in a variety of forms, such as shape poems and riddles.

Subordination of Clauses



Your child can use subordinating clauses on occasion, with conjunctions 'when', 'if', 'because'. For example, 'I will go for a walk when the rain has stopped', 'Mum is cross because I broke her cup.'

Proofreading



Your child can reread their work, checking for errors and improvements that they can make. They can make the changes they think are needed.

Above and Beyond

If you really want to go the extra mile, you and your child can review these sections to gain a greater understanding of each topic and push your learning further.

★ Contractions



Your child can use apostrophes accurately. They understand that apostrophes can be used to demonstrate that something belongs to something else (possession) and to replace a missing letter (omission). For example, 'the dog's bone' and 'she's going to run'.

★ Vocabulary



Your child can understand the meaning of some prefixes. They can use this information to understand the meaning of words. For example, 're-' means again or back, so reappear means appear again, 'auto-' means self or own, so autobiography means own biography.

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Pencil Grip

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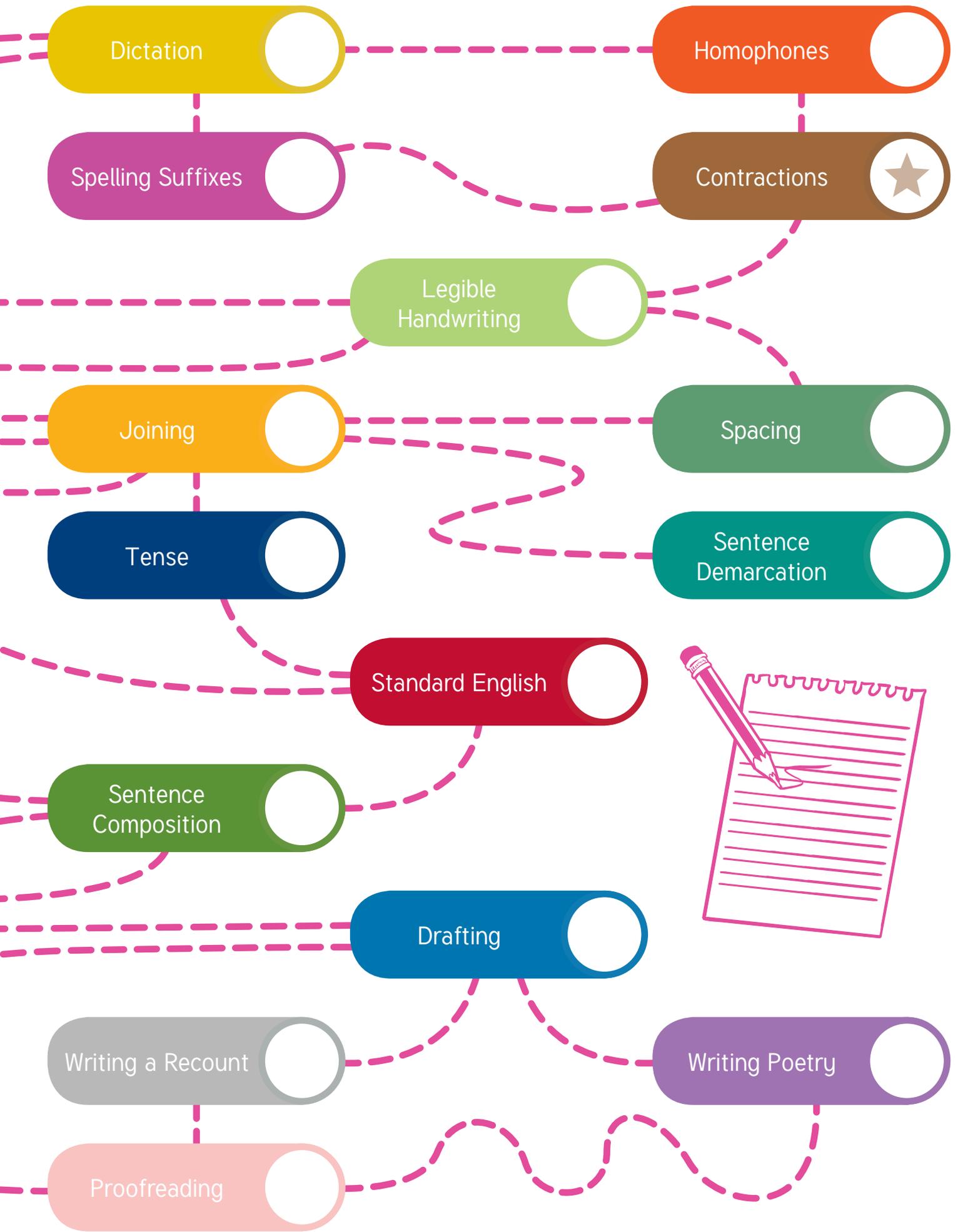
Sentence Types

Coordination
of Clauses

Writing
Narratives

Subordination
of Clauses





Explore and Discover More

Unsure of how to use this resource? Simply scan this QR code using your mobile device or tablet to watch a quick video explanation showing you how to use this resource with your child.



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Book Club

Twinkl Book Club is our book subscription service. Enjoy our original works of fiction in beautiful printed form, delivered to you each half-term and yours to keep!

Twinkl Boost is a range of intervention resources, created to support and lift learning with children at every level. These include our easy-to-use SATs and Phonics Screening resources.



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Boost



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Twinkl Originals are engaging stories written to inspire pupils from EYFS to KS2. Designed to encourage a love of reading and help curriculum-wide learning through accompanying resources.



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ORIGINALS



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KIDS' TV

Twinkl Kids' TV is our wonderful YouTube channel dedicated to fun and informative video style resources full of new and creative activities you can try at home!