

Stage 2

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 2:

Fiction:

Genres: *Simple stories including those with repetition and rhyme – traditional tales from different cultures; stories with familiar themes; stories by well-known authors*

Poetry: *poems with patterns in sounds and/or structure (e.g. rhyming, repetition); humorous poems*

(Plays are recommended from Stage 3.)

Non-fiction:

Explanations: *including labelled diagrams*

Information texts: *including those with subheadings, tables, glossaries and indexes*

Reading

Word structure (phonics)

- **2Rw.01** Identify common ways in which graphemes can be pronounced differently, e.g. *how* and *low*; *hot* and *cold*.
- **2Rw.02** Read words with split digraphs, e.g. *made*, *like*.
- **2Rw.03** Read words with common prefixes and suffixes, including *un-*, *dis-*, *re-*, *-er*, *-est*, *-ly*, *-y* and *-ful*.
- **2Rw.04** Read familiar words quickly and accurately, usually without audible sounding and blending.
- **2Rw.05** Use phonic knowledge to decode unfamiliar words.
- **2Rw.06** Read multi-syllabic and compound words by segmenting them into syllables.
- ***2Rw.07** Extend the range of common words recognised on sight, including homophones and near-homophones.

Writing

Word structure (spelling)

- **2Ww.01** Explore and use different spellings of common phonemes, including long vowel phonemes, e.g. *day*, *rain*, *made*, *great*, *apple*, *travel*, *metal*.
- **2Ww.02** Explore and use spellings of words with split digraphs, e.g. *made*, *like*.
- **2Ww.03** Relate rhyme to known spelling patterns, e.g. *whale*, *snail*.
- **2Ww.04** Use common irregular plurals, e.g. *mice*, *sheep*.
- **2Ww.05** Explore and use verbs with endings *-s*, *-ed* and *-ing* where no change is needed to the root, and understand the effect on the meaning of a verb of adding these endings.
- **2Ww.06** Spell some words with common prefixes and suffixes, including *un-*, *dis-*, *-er*, *-est*, *-ful* and *-ly*.
- **2Ww.07** Explore and use words which sound the same but have different spellings of long vowels (homophones), e.g. *tail* and *tale*, *stare* and *stair*, *blew* and *blue*.
- **2Ww.08** Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.
- **2Ww.09** Spell a range of common exception words accurately.
- ***2Ww.10** Ask for support in spelling unfamiliar words and use spelling logs to support future writing.

Reading

Vocabulary and language

- **2Rv.01** Identify possible meanings of unfamiliar words encountered in reading.
- ***2Rv.02** Identify and record interesting and significant words from texts to inform own writing.
- **2Rv.03** Use the initial letter to organise words in alphabetical order, and to locate words in simple dictionaries and glossaries.
- **2Rv.04** Explore and comment on sounds and words in texts, including adjectives.
- **2Rv.05** Explore different ways of beginning sentences in texts, including using language of time.

Writing

Vocabulary and language

- ***2Wv.01** Use vocabulary relevant to a familiar topic.
- **2Wv.02** In story writing, use a range of adjectives to describe characters and settings.
- **2Wv.03** Begin to vary sentence openings, including using language of time, e.g. *Suddenly ...*, *That morning ...*
- **2Wv.04** Choose and use interesting words and phrases, including to describe people and places.
- ***2Wv.05** Use own lists of interesting and significant words to extend the range of vocabulary used in written work.

Reading

Grammar and punctuation

- **2Rg.01** Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.
- **2Rg.02** Explore in texts, and understand, the differences in use of full stops and question marks.
- **2Rg.03** Explore in texts sentences that contain *and*, *but*, *because*, *if*, *when*.
- **2Rg.04** Explore in texts, and understand, the grammar of commands/instructions and questions.
- **2Rg.05** Explore in texts examples of nouns and noun phrases, including use of common adjectives and simple quantifiers (e.g. *some*, *most*, *all*).
- **2Rg.06** Explore examples of pronouns in texts, including their purpose and how they agree grammatically with verbs.

Writing

Grammar and punctuation

- **2Wg.01** Use capital letters, full stops and question marks correctly in simple sentences.
- **2Wg.02** Explore and use commas to separate items in lists.
- **2Wg.03** Begin to include direct speech in writing, using a new line for each speaker.
- **2Wg.04** Write clear statements, commands/instructions and questions.
- **2Wg.05** Write simple sentences, and multi-clause sentences using *and*, *but*, *or*.
- **2Wg.06** Begin to write multi-clause sentences using simple connectives, e.g. *because*, *if*, *when*.
- **2Wg.07** Begin to use suffixes *-s*, *-ing* and *-ed* appropriately for present and past verb forms in sentences.
- **2Wg.08** Use simple quantifiers appropriately for the context, e.g. *some*, *most*, *all*.
- **2Wg.09** Use pronouns in writing, and ensure grammatical agreement of nouns and pronouns with verbs.
- **2Wg.10** Use common adjectives appropriately in sentences, including simple comparative and superlative forms.

Reading

Structure of texts

- **2Rs.01** Talk about the sequence of events or ideas in a text.
- ***2Rs.02** Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.
- **2Rs.03** Explore and recognise organisational features that help the reader to find information in texts, including subheadings and labelled diagrams.

Writing

Structure of texts

- **2Ws.01** Write a sequence of events or ideas, including stories with a beginning, middle and end.
- **2Ws.02** Group together sentences relating to similar ideas.
- ***2Ws.03** Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.

Reading

Interpretation of texts

- **2Ri.01** Begin to distinguish between fiction and non-fiction texts.
- ***2Ri.02** Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements.
- ***2Ri.03** Identify the characteristics of simple stories.
- ***2Ri.04** Read and explore a range of simple non-fiction text types.
- ***2Ri.05** Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.
- ***2Ri.06** Explore explicit meanings in simple texts.
- **2Ri.07** Identify and use the main events to retell a story verbally.
- **2Ri.08** Describe story settings and characters.
- **2Ri.09** Find information from simple visual sources, including tables and labelled diagrams.
- ***2Ri.10** Explore implicit meanings in simple texts.
- **2Ri.11** Predict story endings.
- **2Ri.12** Make simple inferences based on what is said or done in a text.
- **2Ri.13** Answer simple questions from reading a short text.
- **2Ri.14** Locate relevant information in texts, including using a contents page.
- ***2Ri.15** Answer questions about texts with some explanation of thinking.
- **2Ri.16** Talk about patterns in simple stories and poems, e.g. rhyme, repetition.

Writing

Creation of texts

- ***2Wc.01** Begin to write simple stories and poems, including using the structures of familiar stories and poems.
- **2Wc.02** Plan writing through discussion, e.g. talking about the setting and characters before writing a story.
- **2Wc.03** Include simple descriptions of settings and characters when writing stories.
- ***2Wc.04** Begin to write for a purpose using basic language and features appropriate for the text type.
- **2Wc.05** Include additional information to develop some ideas when writing non-fiction texts.

Reading

Appreciation and reflection

- ***2Ra.01** Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.
- **2Ra.02** Begin to read texts silently as well as aloud.
- **2Ra.03** Discuss texts read or heard, including giving reasons for likes and dislikes.
- **2Ra.04** Make choices about books to read for pleasure.
- **2Ra.05** Recognise that stories may be from different times and places.

Writing

Presentation and reflection

- **2Wp.01** Ensure consistency in formation, size and proportion of letters and the spacing of words.
- **2Wp.02** Know how to join letters and which letters are best left unjoined.
- **2Wp.03** Record key information drawn from a non-fiction text, e.g. listing key topic words.
- ***2Wp.04** Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.
- **2Wp.05** Read own writing to others and share ideas for improvements.
- **2Wp.06** Begin to proofread for errors by re-reading own writing aloud (e.g. sentence punctuation, verb forms).

Speaking and Listening

Making yourself understood

- **2SLm.01** Speak clearly and confidently with familiar people.
- **2SLm.02** Provide relevant information with sufficient detail, as needed.
- **2SLm.03** Use relevant vocabulary to describe events and feelings.
- ***2SLm.04** Show some use of non-verbal communication techniques.
- ***2SLm.05** Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.

Speaking and Listening

Showing understanding

- **2SLs.01** Listen and respond appropriately, including recalling the main points.
- **2SLs.02** Ask questions about what is heard or read to improve understanding.

Group work and discussion

- ***2SLg.01** Work with others in a group.
- ***2SLg.02** Show understanding of the opinions of others.
- **2SLg.03** During a discussion, respond in a way that is relevant to the task.
- **2SLg.04** Take turns in speaking, adding relevant information.

Performance

- **2SLp.01** Read familiar stories and poems aloud with fluency and expression.
- **2SLp.02** Show awareness of speech marks when reading aloud.
- **2SLp.03** Extend experiences and ideas about characters and situations through role-play.
- **2SLp.04** Deliver a short presentation in a familiar context about a chosen object or event.

Reflection and evaluation

- **2SLr.01** Talk about own activities, including why they made particular choices.
- **2SLr.02** Talk about others' presentations, including what they enjoyed and why.
- **2SLr.03** Identify whether someone's non-verbal communication matches their verbal communication.