

## Stage 2

The following genres and text types are recommended at Stage 2:

Fiction and poetry: real-life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry.

Non-fiction: non-chronological reports, instructions, explanations, dictionaries.

## Reading

### Develop broad reading skills

- **2Ro1** Learn the different ways in which vowels can be pronounced, e.g. *how, low, apple, apron*
- **2Ro2** Use phonics as the main method of tackling unfamiliar words
- **2Ro3** Identify syllables and split familiar compound words into parts
- **2Ro4** Extend the range of common words recognised on sight
- **2Ro5** Begin to develop likes and dislikes in reading and listening to stories drawing on background information and vocabulary provided
- **2Ro6** Read aloud with increased accuracy, fluency and expression
- **2Ro7** Begin to read with fluency and expression, taking some notice of punctuation, including speech marks
- **2Ro8** Explore a variety of non-fiction texts on screen
- **2Ro9** Locate words by initial letter in simple dictionaries, glossaries and indexes
- **2Ro10** Discuss the meaning of unfamiliar words encountered in reading

### Demonstrate understanding of explicit meaning in texts

- **2Rx1** Read and respond to question words, e.g. *what, where, when, who, why*
- **2Rx2** Read and follow simple instructions, e.g. in a recipe
- **2Rx3** Find answers to questions by reading a section of text
- **2Rx4** Find factual information from different formats, e.g. charts, labelled diagrams

### Demonstrate understanding of implicit meaning in texts

- **2Ri1** Predict story endings
- **2Ri2** Identify and describe story settings and characters, recognising that they may be from different times and places
- **2Ri3** Make simple inferences from the words on the page, e.g. about feelings

### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **2Rw1** Comment on some vocabulary choices, e.g. adjectives
- **2Rw2** Talk about what happens at the beginning, in the middle or at the end of a story
- **2Rw3** Read poems and comment on words and sounds, rhyme and rhythm

**Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts**

- **2Rv1** Show some awareness that texts have different purposes
- **2Rv2** Identify general features of known text types

## Writing

**Develop broad writing skills**

- **2Wo1** Form letters correctly and consistently
- **2Wo2** Practise handwriting patterns and the joining of letters
- **2Wo3** Begin to re-read own writing aloud to check for sense and accuracy
- **2Wo4** Use simple non-fiction texts as a model for writing
- **2Wo5** Use the structures of familiar poems and stories in developing own writing
- **2Wo6** Plan writing through discussion or by speaking aloud
- **2Wo7** Make simple notes from a selection of non-fiction texts, e.g. listing key words

**Select and develop content and use register and language appropriate to genre, purpose and audience**

- **2Wa1** Develop stories with a setting, characters and a sequence of events
- **2Wa2** Choose interesting words and phrases, e.g. in describing people and places
- **2Wa3** Build and use collections of interesting and significant words
- **2Wa4** Begin to use dialogue in stories
- **2Wa5** Use features of chosen text type
- **2Wa6** Write instructions and recount events and experiences
- **2Wa7** Write simple evaluations of books read

**Structure and organise ideas coherently using sections or paragraphs**

- **2Wt1** Structure a story with a beginning, middle and end
- **2Wt2** Use the language of time, e.g. *suddenly, after that*
- **2Wt3** Link ideas in sections, grouped by content
- **2Wt4** Use a variety of simple organisational devices in non-fiction, e.g. headings, captions

**Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects**

- **2Wp1** Write in clear sentences using capital letters, full stops and question marks
- **2Wp2** Find alternatives to *and/then* in developing a narrative and connecting ideas
- **2Wp3** Use mainly simple and compound sentences, with *and/but* to connect ideas. *Because* may begin to be used in a complex sentence
- **2Wp4** Use the past and present tenses accurately (if not always consistently)
- **2Wp5** Begin to vary sentence openings, e.g. with simple adverbs
- **2Wp6** Write using a variety of sentence types

### Use accurate spelling

- **2Ws1** Learn the different common spellings of long vowel phonemes
- **2Ws2** Apply knowledge of phonemes and spelling patterns in writing independently as well as when writing sentences dictated by the teacher from memory
- **2Ws3** Secure the spelling of high frequency words and common irregular words
- **2Ws4** Spell words with common prefixes and suffixes, e.g. *un-*, *dis-*, *-ful*, *-ly*

## Speaking and listening

- **2SL1** Recount experiences and explore possibilities
- **2SL2** Explain plans and ideas, extending them in the light of discussion
- **2SL3** Articulate clearly so that others can hear
- **2SL4** Vary talk and expression to gain and hold the listener's attention
- **2SL5** Show awareness of the listener by including relevant details
- **2SL6** Attempt to express ideas precisely, using a growing vocabulary
- **2SL7** Listen carefully and respond appropriately, asking questions of others
- **2SL8** Demonstrate 'attentive listening' and engage with another speaker
- **2SL9** Extend experiences and ideas through role-play
- **2SL10** Begin to be aware of ways in which speakers vary talk, e.g. the use of more formal vocabulary and tone of voice
- **2SL11** Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking