



Supporting your child at home

Year 2

Language Literacy and Communica-
tion Guidelines.

A booklet for parents



About the targets

These statements show the skills your child should be able to do by the end of Year 2.

They are based on what is expected of the average child when they reach the end of Reception in Wales.

These are the skills your child will develop throughout the school year.

Speaking and Listening.

- Express views and opinions, giving reasons and providing appropriate answers to questions.
- Extend their ideas or accounts by including relevant detail, and organising what they say.
- Speak clearly to familiar audiences
- Adopt a specific role, using language appropriate to the role and situation.
- Listen to others with concentration, understanding the main points and asking for clarification if needed.
- Retell stories or information, sequencing events correctly.
- Ask relevant questions to find out specific information and show understanding.
- Contribute to discussion, take turns to speak and keep focus on the topic.
- Work together to complete a task.

Writing

- Write for different purposes choosing words for variety and interest.
- Write text which makes sense to another reader, which may include details and pictures.
- Re-read and improve their writing to ensure that it makes sense.
- Follow a structure in their writing with support, e.g. reports, lists and instructions.
- Follow and build upon a form modelled by the teacher.
- Include an introductory statement, some information or description, and a simple concluding statement in their writing.
- Organise and present writing in different ways and forms and of increasing length.
- Experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily.
- Show some understanding of the differences between spoken and written language by using language appropriate to writing.
- Use subject-related vocabulary.
- Form upper and lower-case letters accurately and with consistent size.
- Use capital letters, full stops and question marks accurately and sometimes use exclamation marks.
- Use connectives to write compound sentences (because, although, however etc).
- Use ordering words, e.g. first, next, then, finally, after that etc.
- Use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were

Reading

- Choose reading materials independently giving reasons for their choices.
- Apply the following reading strategies with increasing independence to a wider range of familiar and unfamiliar texts:
 - Using phonics to decode unfamiliar words.
 - Recognition all high-frequency words.
 - Use picture clues to help with tricky words.
 - Self-correct reading when reading does not make sense.
- Read a wider range of suitable texts with increasing accuracy and fluency.
- Read aloud with attention to punctuation including full stops, question, exclamation and speech marks, varying intonation, voice and pace.
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.
- Look for key words to find out what the text is about.
- Use all the different features of texts to understand the meaning such as pictures, charts and layout.
- Connect information from different parts of the text.
- Identify accurate information which is sorted into categories or headings, provided by the Teacher e.g. Food/ habitat.
- Identify key words to search for information and modify search words necessary.
- Recall and retell narratives and information from texts with detail.
- Explain relevant detail and key information from texts.
- Draw upon relevant personal experience and prior knowledge to support understanding of texts.
- Show understanding and express opinions about major events or ideas.
- Make a range of connections to other information about the topic.
- Express views about the information using details from the text.