

**CE2 End of Year Objectives**

<i>Name</i>	<i>Date</i>	<i>Teacher</i>
<b>Speaking and Listening</b>		
Talks in different contexts, exploring and communicating ideas		
Explains ideas clearly and accurately		
Listens and responds appropriately		
Takes on different roles and responsibilities in pairs and groups		
Shows understanding of characters or situations through role play and poetry readings		
<b>Effort in speaking and listening</b>		
<b>Reading</b>		
<b>Word Reading</b>		
Applies knowledge of phonics, context, prefixes, suffixes, to decode new words		
Reads a growing range of texts with correct intonation and expression and pays attention to punctuation		
<b>Reading Comprehension</b>		
Applies a growing range of strategies, e.g. context, prefixes, suffixes to derive the meaning of new words		
Draws inferences about characters' feelings, thoughts and motives		
Makes predictions while reading using information that is stated or implied		
Comments on powerful language and poetic devices, e.g. similes, onomatopoeia, alliteration		
Locates specific information in non-fiction texts		
<b>Effort in reading</b>		
<b>Writing</b>		
<b>Spelling</b>		
Spells a wide range of high-frequency words correctly		
Is beginning to use suffixes and prefixes to spell unknown words		
Is beginning to use apostrophe of possession and contraction correctly		
Is beginning to spell common homophones correctly		
<b>Grammar and Punctuation</b>		
Writes grammatically correct sentences		
Uses capital letters, full stops, exclamation marks and question marks accurately and places speech marks correctly		
Starts sentences in varied ways, e.g. adverbs, <i>-ing</i> , linking words		
Extends sentences using a wide range of linking and time words, e.g. <i>when, if, although, seconds later</i>		
<b>Composition</b>		
Is beginning to take simple notes from research (key words, mind maps, etc.)		
Writes coherent stories with a balanced beginning, middle and end		
Is beginning to use paragraphs		
Extends sentences through the use of adjectives, adverbs and other powerful vocabulary		
Creates imaginative characters, settings and plot		
Uses a range of organisational features to structure content, e.g. heading, captions, labels, bullet points		
Evaluates own writing and responds to feedback to improve, e.g. spelling, punctuation, vocabulary		
<b>Effort in writing</b>		
<b>Comment</b>		
<p>E – exceeds expectations; M – meets expectations; W – working towards expectations; R – requires strong reinforcement</p> <p><b>Effort: 4 – excellent; 3 – good; 2 – average; 1 – poor</b></p>		