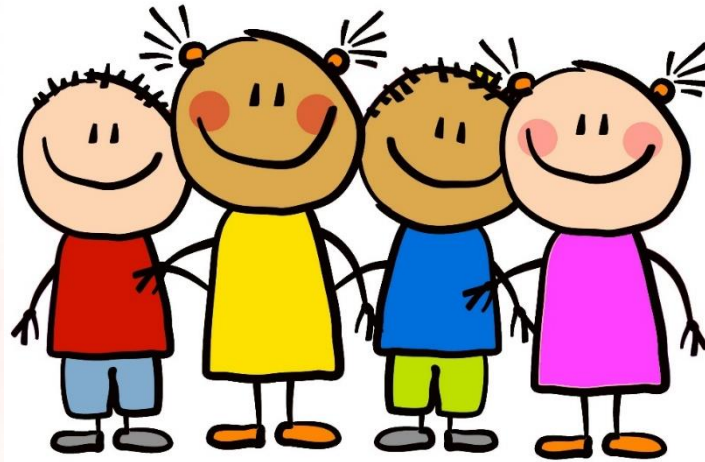


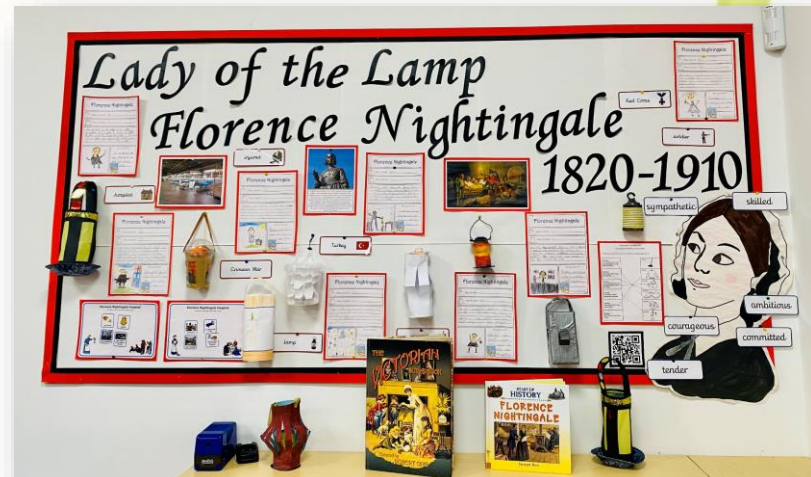
Parents Curriculum Meeting

Year 2



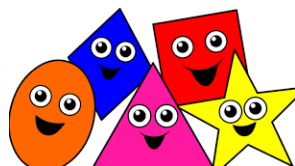
Mrs Bull, Miss Lavelle and Miss Fraser

Take a look around Year 2...





Maths



Y2 Maths Outcomes



Children must be able to problem solve, explaining their reasons fluently in each of the skills below.

		Number and Place Value (NP)	Addition and Subtraction (AS)	Autumn	
AO2		<ol style="list-style-type: none"> I can read and write numbers to at least 100 in numerals and in words. I can order and compare numbers from 0 up to 100; use $<$, $>$ and $=$ signs. I can count in steps of 2, 3, and 5 from 0 (forwards and backwards) I can count in tens from any number (forwards and backwards) I can recognise the place value of each digit in any two-digit number I can use place value and number facts to solve problems I can identify and represent numbers in different ways including using different equipment (e.g. Numicon, number line, Dienes etc) I can partition two digit number into different combinations of tens and ones e.g. $23 = 20+3$ and $23 = 10+13$ 	<ol style="list-style-type: none"> I can fluently recall addition and subtraction facts to 20 I can use and apply my knowledge of 'facts to 20' to work out and use facts up to 100 I can add mentally and using objects or pictures <ul style="list-style-type: none"> - TU and U - TU and 10s - TU and TU - U and U and U I can subtract mentally and using objects or pictures <ul style="list-style-type: none"> - TU and U - TU and 10s - TU and TU - U and U and U I can show that addition of two numbers can be done in any order (commutative) I can show that subtraction of one number from another cannot be done in any order using physical resources I can recognise and use the inverse relationship between addition and subtraction (to check calculations and solve missing number problems) I can solve problems with addition I can solve problems with subtraction 		
		Multiplication and Division (MD) <ol style="list-style-type: none"> I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables I can recognise odd and even numbers I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (using objects, arrays, repeated addition etc.) I can use these symbols \div, \times and $=$ within multiplication tables I can solve problems involving multiplication and division 	Fractions, Decimals, Percentage and Ratio and Proportion (FDP) <ol style="list-style-type: none"> I can recognise, find, name and write fractions $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity I can write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ I can count in fractions up to 10 from any number using $\frac{1}{2}$ and $\frac{2}{4}$ equivalents 	Spring	
		Statistics (S) <ol style="list-style-type: none"> I can construct simple pictograms, tally charts, block diagrams and simple tables I can interpret simple pictograms, tally charts, block diagrams and simple tables I can ask questions about 'how many in total' and 'how many more or less' 	Measure (M) <ol style="list-style-type: none"> I can compare, estimate, choose, use and order standard units of measure to solve problems, recording the results using $>$, $<$ and $=$ <ul style="list-style-type: none"> - length - mass - temperature - volume/capacity I can find different combinations of coins that equal the same amounts of money and can recognise and use symbols for pounds (£) and pence (p) I can solve simple addition and subtraction problems involving money of the same unit giving change I can tell and write the time to five minutes, including quarter past/to the hour I know how many minutes in an hour and how many hours in a day I can compare and sequence intervals of time 	Geometry (G) <ol style="list-style-type: none"> I can identify, describe and compare the properties of 2-D and 3-D shapes, including the number of sides and line symmetry in a vertical line I can order and arrange combinations of mathematical objects in patterns and sequences I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line, between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) 	Summer

Fluency

7. Here are 41 balls: 24 rugby balls and 17 footballs.



Complete the addition and subtraction calculations below.

$$\square + \square = 41$$

$$\square - \square = 17$$

23. Tick the calculations that are correct.

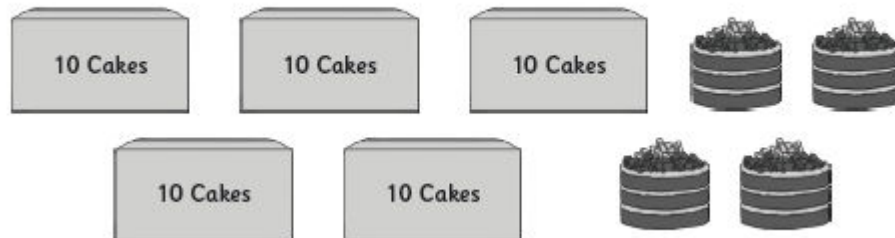
$$9 + 4 = 4 + 9 \quad \square$$

$$9 - 4 = 4 - 9 \quad \square$$

$$9 \times 4 = 4 \times 9 \quad \square$$

$$9 \div 4 = 4 \div 9 \quad \square$$

14. Cakes are sold in packs of ten.



14. Draw hands on this clock to show the time half past two.



Reasoning and Problem solving

Which would you most like to win as a prize?



Evaluation:

I've just emptied my money pot. I think I have saved up exactly £23.



Do you agree with Astrobee?
Explain your answer.

Fran and Ahmed are looking at how much money they have.

Ahmed says,
"I have £2 and 35p."



Fran says,
"I have these coins.
The difference between
our amounts is 48p."

Harvey says:

If you add a silver coin and a copper coin, the total is an odd number.

Is this always, sometimes or never true?

Prove it with examples.



Do you agree?
Explain your answer.



Superhero Timestable Challenges

5 **MATIS MARVEL**

Complete the following sequences (counting in 2s)

2	4	6	8		14	
8	10		14	16	20	
	18			24		30 32

Complete the following sequences (counting back in 2s)

	20	18	16		12		6
		30			22	20	18
		26		22		16	

Fill in the missing numbers:

8	10			18	20		
		18		22			28 30
22	20			14			

Score: _____ Missions Completed: _____

5 **MATIS MARVEL**

2 x 5 =	1 x 2 =	2 x 6 =	2 x 12 =
3 x 2 =	8 x 2 =	11 x 2 =	0 x 2 =
1 x 2 =	2 x 4 =	2 x 10 =	2 x 2 =

Circle the multiples of 2

8 20 24 7 18 4 22 16 3 12 14 2 6

Complete the bar models

2	2	2	2	2	2	2	2	2	2
2	2	2	2	2	2	2	2	2	2

Add in the missing multiples of 2

6		12		16			
---	--	----	--	----	--	--	--

Score: _____ Missions Completed: _____

5 **MATIS MARVEL**

40 ÷ 10 =	15 ÷ 5 =	20 ÷ 2 =	60 ÷ 10 =
16 ÷ 2 =	25 ÷ 5 =	20 ÷ 5 =	18 ÷ 2 =
35 ÷ 5 =	30 ÷ 5 =	20 ÷ 10 =	90 ÷ 10 =
90 ÷ 5 =	30 ÷ 10 =	8 ÷ 2 =	10 ÷ 10 =

Complete the bar models

40	16	25
----	----	----

How many 5s would take you to the end of this number line?


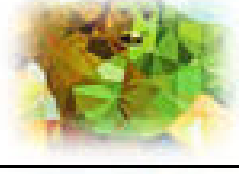
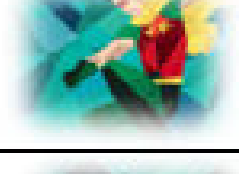

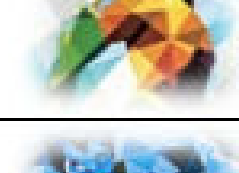

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40

Score: _____ Missions Completed: _____

Children complete these times table superhero tests every half term. Children are awarded a certificate if they defeat that hero. Each child will work on the 'superhero' matched to their ability. They can only move onto a new superhero when they defeat the previous one.



Can you be a Times Table Superhero?

Superhero Tests		Rec	Year 1	Year 2
End of Year Expectations				
	<u>CAPTAIN AMERICA</u> Count on or back in ones.			
	<u>HULK</u> Count on or back in twos.			
	<u>ROBIN</u> 2X			
	<u>BATMAN</u> 5X, 10X			
	<u>AQUAMAN</u> $\div 2, \div 5, \div 10$			
	<u>THE BEAST</u> $\times 3, \times 4, \div 3, \div 4$			



New!



Phonics – Little Wandle



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



How many times have you already read today?

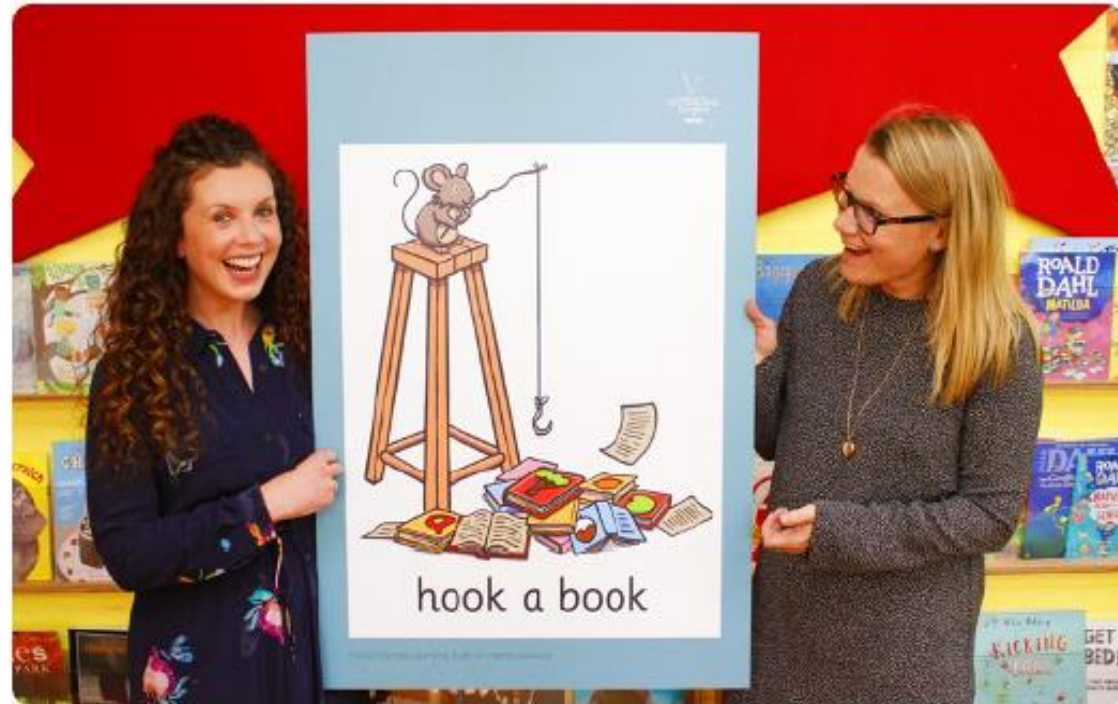


Just think about how many times you have already read things today. It really is a vital skill.

Little Wandle Letters and Sounds Revised



Our school has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling





Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**



It sounds complicated but it really isn't!

Blending to read words



Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!



Understanding Phonics and how to support from home

Watch the video clip for support and resources:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Understanding



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1

How we teach



A quick guide to alien words



How we teach tricky words



How we teach blending







Key Terminology

Please find the supporting document attached which is a detailed glossary of key terminology.




Teaching order

Phase 2 grapheme information sheet **Autumn 1**

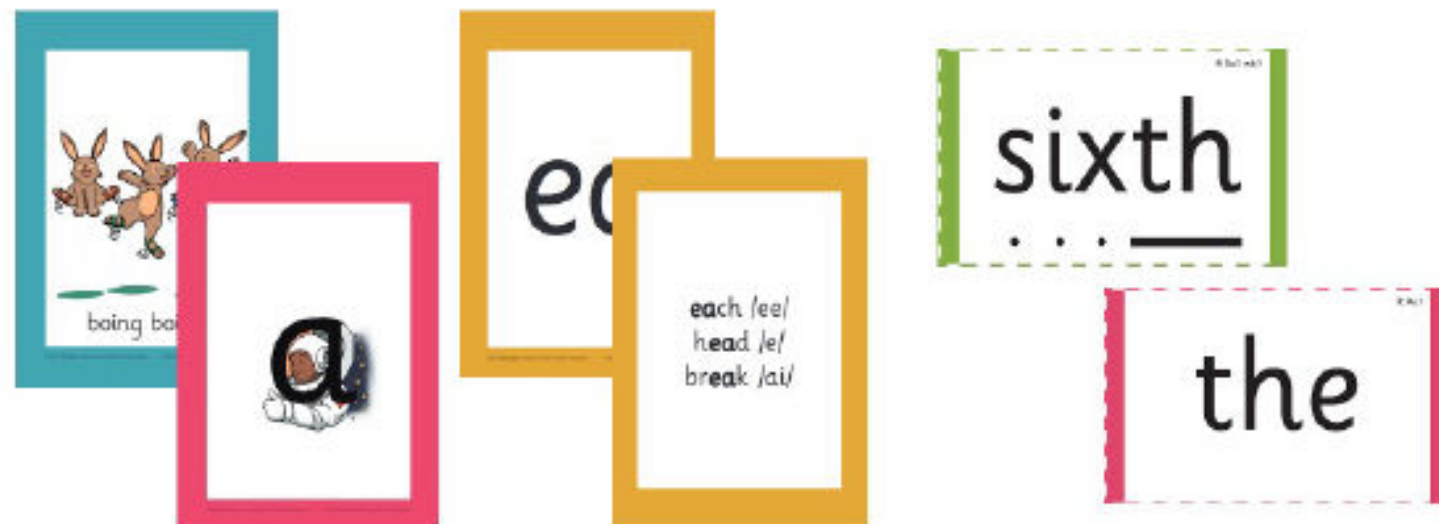
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s 		Slide your teeth out and let the s go across the road.	
a a 		Open your mouth wide and make the ah sound at the back of your mouth a a a	Forward the penman's nib and down the spine.
t t 		Open your lip, and the tip of your tongue behind your teeth and push t t t	From the capital's nose to hand, then follow the stripe across the eye.
p p 		Bring your lip together and push them apart and say p p p	Down the penman's foot, up and round to hand.
i i 		Put your lip back and make the ee sound at the back of your mouth i i i	Down the iguana's body, then draw a dot for the eye at the top.
		Open your lip a bit for you.	Start the dot, spread out the

Phase 2 grapheme information sheet **Autumn 2**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j 		Push your lip out then put back and your tongue at the top j j j	At the top draw the straight line across the head.
v v 		Put your teeth against your bottom lip and make a buzzing vvvvvvv	Down to the bottom of the vulture, and back up to the top.
w w 		Push your lip and teeth down and up and say w w w	From the top, curve it over all the letters, up the neck, down the neck, then up again.
x x 		Mouth open then push the back of your tongue to your teeth and say x x x	Start in the top, then curve to the bottom of the letter. Start in the middle, then curve to the bottom of the letter.

We teach four new sounds a week and have a review lesson on a Friday. Each lesson is led by trained staff and usually lasts 30 mins per day, then any additional catch up time should your child require further support.

How we make learning stick



There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound, so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.



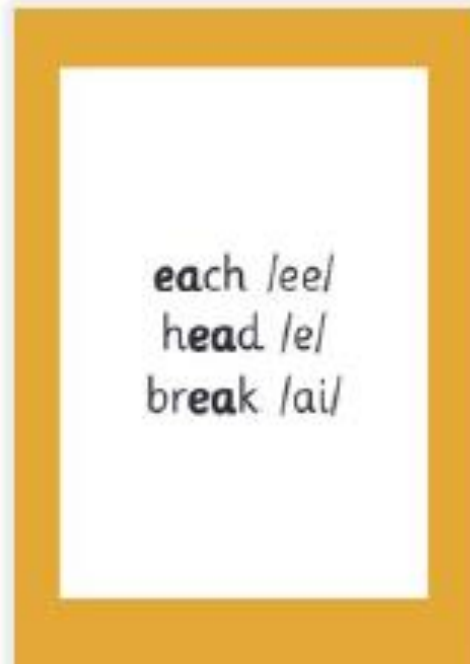
Reading and Spelling

Reading Year 2 Outcomes

AO 2	Word Reading (W)	Text Comprehension (TC) The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex texts.
	<ol style="list-style-type: none"> 1. I can read most words quickly and accurately, without overt sounding out, when they have been frequently encountered 2. I can read further common exception words, noting unusual GPCs and where these occur in the word 3. I can read accurately by blending the sounds in words that contain the graphemes taught so far, including recognising alternative sounds for graphemes 4. I can read accurately words that contain 2 or more syllables 5. I show awareness of punctuation marks, e.g. pausing at full stops when reading with expression and intonation, taking into account when question marks, exclamation marks and inverted commas for dialogue are used 6. I can identify when reading does not make sense and self-correct 	<ol style="list-style-type: none"> 1. I can discuss reasons for events in books and how items or events are related by using textual reference. <p>Prediction</p> <ol style="list-style-type: none"> 2. I can make plausible predictions about a text using a range of clues (e.g. books by the same author, books on a similar theme, book title, cover and blurb) <p>Inference</p> <ol style="list-style-type: none"> 3. I use straightforward inference to explain about events and information e.g. why a character acted in a certain way <p>Retrieval</p> <ol style="list-style-type: none"> 4. I can retrieve information (words and phrases) from age-appropriate text. 5. I can present this in different forms e.g. tables, find and copy etc... <p>Summarise</p> <ol style="list-style-type: none"> 6. I can summarise a story, giving the main points in the correct sequence
	Word Comprehension (WC)	Language for Effect (L)
	<ol style="list-style-type: none"> 1. I can use what I know to help me understand a wider range of new words 	<ol style="list-style-type: none"> 1. I can recognise simple recurring literary language in stories and poetry 2. I can discuss why words are effective in context <p style="text-align: center;">Themes and Conventions (TC)</p> <ol style="list-style-type: none"> 1. I am increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell in detail 2. I can identify a few basic features of organisation at text level 3. I show some awareness that writers have viewpoints and purposes e.g. it tells you how to do something, 'she thinks it's not fair' 4. I can use a contents, index, glossary and layout to locate information in non-fiction texts



Reading and spelling



This is an example of what the children learn in Year 1. Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

And all the different ways to write
the phoneme sh:



shell
chef
special

caption
mansion
passion

Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

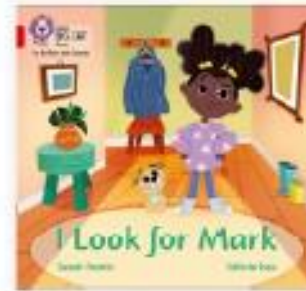


How do we teach reading in books?



Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



The children read the same book three times in a week.

- 1. The first time we work on decoding (sounding out) the words.*
- 2. The second time we work on prosody which is reading with expression – making the book sound more interesting with our storyteller voice or ‘our David Attenborough voice’.*
- 3. The third time we look at comprehension.*

We read the books three times at school because we want to develop the fluency. The more children see words, the more they begin to read them automatically without having to sound them out.

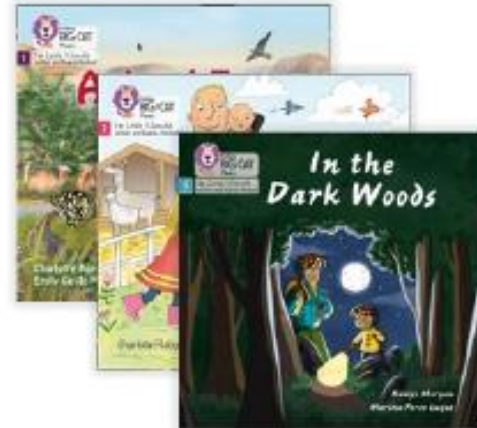
We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	peck



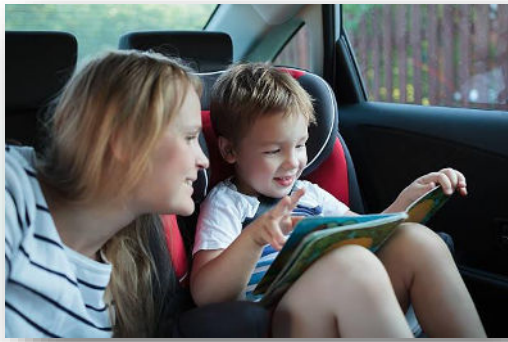
Reading a book at the right level



This means that your child should:

- Know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this one their own.





Reading at home



“

One of the greatest gifts adults can
give is to read to children

Carl Sagan

”

The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to....

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills
- The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



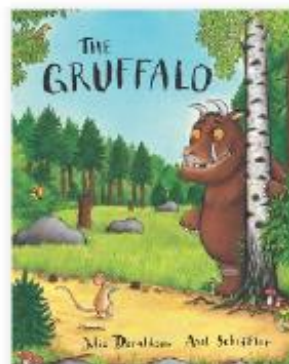
Read at



Home

Celebrate child's success at school, make time for reading at home!

Books going home



As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.

Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



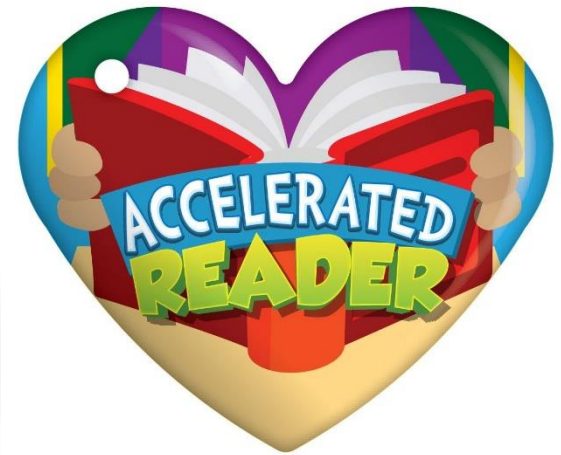


Accelerated Reader

Once your child has mastered the Phonics curriculum, they will be placed on a programme called Accelerated Reader.

This programme will provide each child with a 'placement reading test', often referred to as a **Star Reading** test. From this we gain great insight into their vocabulary, fluency, comprehension skills. This will then provide us with a specific reading zone which matches the School library. At this point, children have more independence to select books based on interest.

Once they have read a full book they must get an iPad and complete the Star Reading test to check comprehension skills/understanding. They can then change their book and take it home to enjoy. Just as we do with other library books, we encourage fluency and regular reading to consolidate skills and raise confidence.















Grow the code grapheme mat

Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat

Phase 2, 3 and 5

					yoo		
ai	ee	igh	oa	oo		oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	y	y	oe	ou	ew		
aigh	ey		ow	ui			
ey							
ea							
						zh	
or	ur	ow	oi	ear	air		
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

Writing Year 2 Outcomes

Grammar

1. I can use the correct tense mostly correctly and consistently in my writing
2. I can use these words when talking about writing: *noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma*
3. I can write a sentence; a statement, a question, an exclamation and a command
4. I can use some expanded noun phrases to describe and specify e.g. the beautiful blue butterfly
5. I can use some subordinating conjunctions (when, if, that, because)
6. I can use coordinating conjunctions (or, and, but)
7. I can use adverbs in my writing (linked to spelling appendix)

At greater depth

To do all the above mostly correctly in all writing.

Punctuation

1. I can use full stops and capital letters in most sentences
2. I can use exclamation marks and question marks on some occasions

At greater depth

3. *I can use commas for lists (mostly correctly)*
4. *I can use apostrophes for contractions (mostly correctly)*
5. *I can use apostrophes for singular possession (mostly correctly)*

As well as the first two objectives mostly correctly.

Composition	Vocabulary	Spelling
<ol style="list-style-type: none"> 1. I can plan/say aloud what I intend to write about 2. I can write narratives about personal experiences and those of others (real and fictional) 3. I am beginning to include a simple beginning and/or ending 4. I can order and link my sentences with conjunctions and <u>pronouns</u> (<i>Then they climbed...She picked the flower...Next you stir it...</i>) 5. I am beginning to group similar ideas together 6. I can reread my work for sense and punctuation <p><i>At greater depth</i> <i>To use all the above for different genres</i></p>	<ol style="list-style-type: none"> 1. I can use some adventurous words <p><i>At greater depth</i> <i>In all writing</i></p> <p>Handwriting</p> <ol style="list-style-type: none"> 1. I can form letters of the correct size in relation to one other 2. I can use some of the strokes needed to join letters 3. I can leave spaces between words <p><i>At greater depth</i> <i>To use all the above for most of my writing</i></p>	<ol style="list-style-type: none"> 1. I can spell by segmenting words into phonemes 2. I can spell many common exception words 3. I can spell some words with contracted forms 4. I can distinguish between homophones and near homophones (see appendix 1) 5. I can add suffixes to longer words to spell some words correctly <u>eg -ment, -ness, -ful, -less</u> 6. I can apply the spelling rules and guidelines in Appendix 1 <p><i>At greater depth</i> <i>To use all the above to spell most of the associated words correctly</i></p>

Writing in Year 2

End of year expectations (Age Related)

Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time. The trip was great! my favorite part of the day was identifying the trees.

Description

My dragon is a fire dragon. his breath can make cars sise like dinamite. Ifx you make him angry, he will breath rings of fire at you. ~~When~~^{When} ~~he~~ flies; he lights up the sky. It like the sun. He ^H lives in the center of the sun. ~~When~~^{When} he goes to sleep the fire ^{the} ~~in~~ the sun goes out. He can turn things to stone, make people catch fire and make things explode. He can also turn any thing into food. When he gets angry he will throw you in the sun!

Writing in Year 2

End of year expectations (Greater Depth)

Letter

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet^{cat} behaviour.

First of all I ^{am} ^{so} sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ^{will} be very disappointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I ^{will} also try not to scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

Character description

Tuffy is a striped, mischievous cat who always kills animals and brings them into the house. He has killed a cute poor bird and a tiny miserable mouse thingy. When the owners tell him to do something he disobeys them, or he sometimes ignores the owners.

Tuffy has pointy ears that hear perfectly well and he sniffs mysterious things that we can't smell. He is covered from head to toe in ginger stripes and ^{has} claws as sharp as knives and daggers. Tuffy has a mischievous face on him all day because he is always making cunning plans. He has eyes that can see everything around him, so keep an eye on him, so he is not going to trip you up, or something else.

It is very hard to describe Tuffy's behavior, because he is always into trouble! Tuffy is a cat who creeps around quietly and then strikes - but not like any other cat because when he strikes he doesn't jump he pounces and traps it into his paws.

I would definitely like to be Tuffy's friend, no matter if he is up to mischief or not.

Handwriting and Presentation

In Year 2 it is expected that most pupils with secure letter formation should be encouraged to write in the fully cursive style.

*The quick brown fox jumps
over the lazy dog. Baa baa
black sheep, have you any
wool? Yes sir, yes sir, three
bags full.*

In some cases it can help to improve spelling. When a word “just feels right”, or like us adults we write a word down to check it.

If your child is struggling with letter formations, it is essential they master the correct formations before attempting joins.

There is a strand in our assessment which takes into account handwriting and presentation....

Handwriting

1. I can form letters of the correct size in relation to one other.
2. I can use some of the strokes needed to join letters.
3. I can leave spaces between words.

At greater depth to use all the above for most of my writing

Speech and Tense

Please listen carefully to their speech and gently correct/re-model any tense issues or any mispronounced words. Lots of these errors are often carried into their writing and can be difficult to re-teach.

"Dat is my bag!"

"Dis apple is lovely!"

"I runned as quick as I could..."

"I'm going wif my sister."

"I gived her a pencil."

"I hath to tidy my room!"



Year 2 SATS

May 2022

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

All existing statutory KS1 assessments will return in 2021/22, following their usual timetable.


The KS1 tests are designed to assess pupils' knowledge and understanding of the KS1 programmes of study. Teachers must administer the English reading and mathematics tests to help make a secure judgement for their final teacher assessment at the end of KS1. The tests make up one piece of evidence for the overall judgement.

The KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning

Participating pupils should be given the opportunity to attempt each test paper. KS1 tests are not strictly timed. Teachers can use their discretion to decide if pupils need a rest break during any of the tests or whether, if appropriate, to stop a test early.

Homework

- ✓ Independence – ensure it is the child that completes recordings and drawings. We LOVE seeing their work! If they are struggling, please let us know.
- ✓ Be positive – not always easy we know, but we want home tasks to be a positive experience for adults, as well as children. Praise their efforts.
- ✓ Spellings – reinforcing spelling patterns, handwriting and sentence work. The logo for 'Spelling Shed' features a cartoon bee on the left, the text 'Spelling Shed' in a yellow font on a blue background, and a wooden shed on the right, all set against a green field and blue sky.
- ✓ Spellings may be practised in their yellow book and/or on Spelling Shed (*10 games at least*). Please ensure your child uses a pencil and focuses on formations in their book.
- ✓ Tested Monday and given new spellings Tuesday. Their test scores are recorded in the back of their practice book.
- ✓ Homework tasks are given Thursday and are to be returned by the following Tuesday
- ✓ Tables - Practise number sequences, x 2, x5 and x10. Then x3 and x4. Number bonds practise is a great way to support your child with their maths work.
- ✓ Speaking and listening skills. Model correct language and pronunciations.