

## English - Reading

By the end of Year 2 children are expected to:

- Continue to apply their phonic knowledge and skills to decode unknown words.
- Read accurately most words of two or more syllables.
- Recognise alternative sounds for graphemes.
- Read words containing common suffixes *-ment, -ness, -ful, -less, -ly*.
- Read further common exception words.
- Re-read books to build up the children's fluency and confidence with word reading.
- In an age appropriate book, read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.
- Listen to, discuss and express views about a wide range of poetry (contemporary and traditional), stories and non-fiction.
- Discuss the sequence of events in books and how items of information are related.
- Become increasingly familiar with retelling a wider range of poems, stories, fairy stories and traditional tales with appropriate intonation to make the meaning clear.
- Look at non-fiction books that are structured in different ways.
- Discuss and understand meaning of words, including discussing favourite words and phrases.
- Recognise simple reoccurring language in stories and poetry.
- Check that text makes sense to them as they read and correct any of their inaccurate reading.
- Make inferences (suggestions) on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.
- Answer and ask more challenging questions about a range of texts that are read.
- Participate in discussion about books, poems and other materials, both that they listen to and those that they read for themselves.

## End of Year 2 Expectations Booklet



This booklet identifies the Maths and English end of year expectations for children in Year 2.

All of the objectives will be worked on in class throughout the year and will be the focus of our direct teaching. Any extra support that you can provide in helping your children to achieve these statements is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please come and speak to us.

Miss Beasley and Miss Gill (2017-18).

## Maths

By the end of Year 2 children are expected to:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers up to 100 in numerals.
- Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.
- Recognise the place value of each digit in a two-digit number.
- Partition a 2-digit number in different ways.
- Identify, represent and estimate numbers using different representations, including the number line.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial objects and mentally, including: a 2-digit number and 1s, 2, 2-digit numbers and 3, 1-digit numbers.
- Recognise and use the inverse operation to solve simple and more complex missing problems.
- Reason about addition.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple calculation sentences and more complex word problems.
- Recognise odd and even numbers.
- Solve mathematical problems for all four of the main operations.
- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Write and compare simple fractions.
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Compare and sequence intervals of time.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Compare, sort and know the properties of common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement.
- Interpret and construct simple pictograms, tally charts, block charts and tables.

## English - Writing

By the end of Year 2 children are expected to:

### **Vocabulary, Grammar and Spellings**

- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms (can't, won't, don't etc.) and singular possession.
- Recognise and use sentences with different forms: statement, question, exclamation, command.
- Write expanded noun phrases to describe and specify e.g. *the blue and graceful butterfly*.
- Use past and present tense correctly and consistently include the progressive form.
- Use subordination (*when, if, that or because*) and co-ordination (*or, and, or but*) to extend sentences.
- Spell many common exception words correctly.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.

### **Composition**

- Write narrative about personal experiences and those of others (real or fictional).
- Write about real events, poetry and stories for different purposes.
- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, and writing down ideas/key words, including new vocabulary.
- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and checking for errors in spellings and grammar.

### **Handwriting**

- Use clear spacing between words.
- Form lower-case letter of the correct size and relative to one another.
- Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.