

End of Year Expectations— Year 2

YEAR 2 INFORMATION FOR PARENTS/CARERS: END OF YEAR EXPECTATIONS IN READING, WRITING AND MATHS



This booklet outlines the national expectations for children in Year 2 by the end of the academic year. The expectations are from the new National Curriculum which was introduced in September 2014. By the end of the year, some children will have met all of the ‘expected’ objectives and will be working on confidently using their skills in a range of contexts from the next steps objectives.

We encourage “greater depth learning” so children will be given opportunities to apply their knowledge and skills across a variety of curriculum subjects.



Reading

Word reading:

1. Decode automatically and fluently.
2. Blend sounds in words that contain the letters learnt.
3. Recognise and read alternative sounds for letters.
4. Read accurately words of two or more syllables that contain the same letter-sound correspondence.
5. Read words with common suffixes ('-ly', '-ful').
6. Read common exception words.
7. Read and comment on unusual correspondence between letter and sound.
8. Read most words quickly and accurately when they have been read before, without sounding out and blending.
9. Read most suitable books accurately, showing fluency and confidence.

Comprehension:

1. Talk about and give an opinion on a range of texts.
2. Discuss the sequence of events in books and how they relate to each other.
3. Use prior knowledge, including context and vocabulary, to understand texts.
4. Retell stories, including fairy stories and traditional tales.
5. Read for meaning and check that the text makes sense; go back and re-read when it does not make sense.
6. Find recurring language in stories and poems.
7. Talk about favourite words and phrases in stories and poems.
8. Recite some poems by heart, with appropriate intonation.
9. Answer and ask questions.
10. Make predictions based on what has been read.
11. Draw (simple) inference from illustrations, events, characters' actions and speech.

If your child has met these expectations, the next steps for them are:

1. Enhance meaning through expression and intonation.
2. Identify and comment on main characters in stories and the way they relate to one another.
3. Self-correct, look backwards and forwards in the text and search for meaning.
4. Comment on the way characters relate to one another.
5. Show understanding of the main points of the text and re-tell the story.
6. Make sensible predictions about what is likely to happen in the story and to different characters.
7. Know how suspense and humour is built up in a story, including the development of the plot.
8. Recognise similarities in the plot and characters within different stories.
9. Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.
10. Read poetry, using intonation and expression, and handle humour appropriately when needed.



Writing

Spelling:

1. Segment spoken words into sounds and record these as letters.
2. Spell words with different ways of spelling, including a few common homophones (words that sound the same but have different meanings).
3. Spell longer words using suffixes, such as '-ment', '-ful', 'less', '-ly'.
4. Use what is known of alternative sounds to narrow down possibilities for accurate spelling. 5. Identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting:

1. Form lower-case letters of the correct size relative to one another.
2. Start each letter with an instroke (except capital letters) and end with an exit point.
3. Begin to use some of the diagonal and horizontal strokes needed to join letters.
4. Show understanding of which letters are best left unjoined (capital letters).
5. Use capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters.
6. Use spacing between words that reflect the size of the letters.

Text structure:

1. Consistently use the present tense and past tense correctly.
2. Use the progressive forms of verbs in the present and past tense.

Sentence structure:

1. Use subordination and co-ordination.
2. Use expanded noun phrases.
3. Say how the grammatical patterns in a sentence indicate its function.
4. Join two sentences using 'and', 'but', 'so' and 'or'.
5. Write different sentence types e.g. statements, questions, exclamations and commands.

Composition:

1. Write narratives about personal experiences and those of others, both real and fictional.
2. Write for different purposes, including real events.
3. Plan and discuss the content of writing and record ideas.
4. Able to orally rehearse structured sentences or sequences of sentences.
5. Evaluate own writing independently, with friends and with an adult.
6. Proof read to check for errors in spelling, grammar and punctuation.

Punctuation:

1. Use capital letters for names of people, places, days of the week and the use of the personal pronoun 'I'.
2. Correctly use question marks and exclamation marks.
3. Use commas to separate items in a list.
4. Use apostrophes to show where letters are missing and to mark singular possession in nouns.

If your child has met these expectations, the next steps for them are:

1. Descriptions are clear enough for people to recognise what is meant even when things are not named.
2. Use some phrases and words that are come across in reading.
3. Use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.
4. Stories have interesting endings that have been carefully thought about.
5. Consistent in using the first or third person.
6. Keep writing interesting throughout and not be tempted to look at quick ways to finish it.
7. Check that capital letters, commas and question marks are used when needed and attempt to use speech marks.
8. Use of dictionary to check spellings of words.
9. Use specific nouns when needed, eg 'terrier' instead of 'dog'.
10. Take time to describe characters and events within stories, rather than move from one event to another.



Maths

Number:

1. Read and write all numbers to at least 100 in numerals and words.
2. Recognise odd and even numbers to 100.
3. Count in steps of 2, 3 and 5 from 0.
4. Recognise and can talk about the place value of each digit in a 2 digit number.
5. Compare and order numbers from 0 to 100 using the “ > ” and “ = ” signs.
6. Name fractions $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and can find fractional values of shapes, lengths and numbers.
7. Remember, say and use multiplication and division facts for the 2, 5 and 10 times tables.
8. Add and subtract a 2-digit number and ones.
9. Add and subtract a 2-digit number and tens.
10. Add and subtract 2-digit numbers.
11. Add three 1-digit numbers.
12. Solve problems involving addition and subtraction.
13. Understand and use the inverse number sentence in relation to addition, subtraction, multiplication and division.

Measurement and Geometry and Statistics:

1. Choose and use appropriate standard units to estimate length, height, temperature and capacity.
2. Tell and write the time to 5 minute intervals.
3. Recognise and use the symbols ‘£’ and ‘p’ when solving problems involving addition and subtraction of money.
4. Describe the properties of 2D and 3D shapes to include edges, vertices and faces.
5. Interpret and construct pictograms, tally charts, block diagram and simple tables.

If your child has met these expectations, the next steps for them are:

1. Count reliably up to 1000 in 2s, 5s and 10s.
2. Count on and back in multiples of 4/8/25/50/100 from any given number to beyond 1000.
3. Add and subtract fractions with a common denominator.
4. Apply knowledge of number up to 100 to solve a one-step problem involving an addition, subtraction, simple multiplication and simple division.
5. Apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context.
6. Add and subtract 2-digit numbers to 100.
7. Use an appropriate strategy to add and subtract numbers that move between and through 100, for example $97 + 7$; $103 - 8$
8. Know about right angles and where they can be seen in the environment.
9. Tell time to 5 minute intervals on both an analogue and digital clock and relate one to the other.
10. Measure, compare, add and subtract using common metric measures.