

(Reading Comprehension)

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read
- Discuss books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

What are the expectations for my child in Year 2?



This booklet is designed to give you a clear understanding of what the year 2 expectations are for Reading, Writing and Maths. The contents of this booklet are used as the criteria to assess whether your child is working at the expected standard.

Maths

Number and Place Value

Pupils should be taught to

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (43, 53, 63.... Or 72. 62. 52....)
- recognise the place value of each digit in a two-digit number e.g. knowing that the 1 in 17 represents 10.
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
E.g. $21 > 13$ $45 < 53$ $10 + 6 = 9 + 7$
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Addition and Subtraction

Pupils should be taught to:

- solve problems with addition and subtraction:
 - using objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use + and - facts to 20 fluently, and derive and use related facts up to 100
- + and - numbers using objects, pictorial representations, and mentally, including:
 - a two-digit number and ones e.g. $25 + 9 =$
 - a two-digit number and tens e.g. $24 + 20 =$
 - two two-digit numbers e.g. $31 + 24 =$
 - adding three one-digit numbers e.g. $8 + 9 + 5 =$
- show that + can be done in any order (commutative) but - of one number from another cannot, e.g. $24 + 15$ is the same as $15 + 24$ but $35 - 24$ is not the same as $24 - 35$
- recognise and use the inverse relationship between + and - and use this to check calculations and solve missing number problems
E.g. if you know that $25 + 15 = 40$ you can use this knowledge to solve $15 = 40 - \square$ or $40 - \square = 25$

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters
- write capital letters and digits of the correct size, orientation and relationship to lower case letters.
- use spacing between words that reflects the size of the letters

Reading (Word Reading)

Pupils should be taught to:

- continue to apply phonic knowledge and skills to decode words until reading is fluent.
- read accurately by blending the sounds in words that contain the graphemes taught so far.
- read accurately words of two or more syllables e.g. birthday, jumper, bubbling
- read words containing common suffixes e.g. enjoyment, joyful, sadly
- read further common exception words (List can be found on school website)
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation
- re-read these books to build up their fluency and confidence in word reading.

Writing

Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing 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
 - writing down ideas, 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
 - proof-reading to check for errors in spelling, grammar and punctuation e.g. **correct use of capital letter, full stops, question marks**
- read aloud what they have written with appropriate intonation

Grammar, Punctuation and vocabulary

Pupils should be taught to:

- use both familiar and new punctuation correctly, including **full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)**
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe e.g. **the blue butterfly**
 - the present and past tenses correctly and consistently including the progressive form e.g. **she is drumming, he was shouting**
 - subordination (**using when, if, that, or because**) & co-ordination (**using or, and, or but**)
- use and understand the grammatical terminology **noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**

Maths

Multiplication and Division

Pupils should be taught to:

- recall and use X and ÷ facts for the 2, 5 and 10 times tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that X of two numbers can be done in any order (commutative) and ÷ of one number by another cannot
e.g. **3 x 4 is the same as 4 x 3 but 12 ÷ 3 is not the same as 3 ÷ 12**
- solve problems involving X and ÷, using materials, arrays, repeated addition, mental methods, and X and ÷ facts.

Fractions

Pupils should be taught to:

- recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
- write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

Geometry—Shape

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry, e.g. **Square = 4 sides, 4 corners and 4 lines of symmetry**
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. E.g. **cuboid = 6 faces, 8 vertices and 12 edges**
- identify 2-D shapes on the surface of 3-D shapes e.g. **a circle on a cylinder and a triangle on a pyramid** 
- compare and sort common 2-D and 3-D shapes and everyday objects.

Maths

Geometry—Position and direction

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including - right angles for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns (clockwise and anti-clockwise).

Measurement

Pupils should be taught to:

- choose and use appropriate units to estimate & measure length/ height (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ e.g. $34\text{ml} > 21\text{ml}$ or $100\text{cm} = 1\text{m}$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value e.g. $57\text{p} + \square = \text{£}1$
- find different combinations of coins that equal the same amounts of money
- solve simple problems involving $+$ and $-$ of money, including giving change. E.g. I buy a toy costing 46p. I give the shop keep £1, how much change will I get?
- compare and sequence intervals of time
- 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.
- know there are 60mins in 1hr & the 24hrs in a day.



Maths

Statistics

Pupils should be taught to:

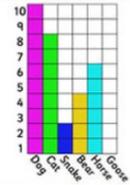
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask & answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask & answer questions about totals and compare data.

Toys sold in a day

Toy	Count
Motorbike	4
Car	3
Truck	2
Van	2

drink votes

Drink	Votes
Apple Juice	10
Pepsi	8
Coke	6
Milk	4



Writing

Spelling

Pupils should be taught to:

spell by:

- segmenting words into phonemes & representing these by graphemes e.g. f-air, d-u-ck, t-r-ee
- learning new ways of spelling phonemes for which one or more spellings are already known, e.g. night and knight or blue and blew
- learning to spell common exception words (door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast) (The complete list can be found on the school website)
- learning to spell more words with contracted forms e.g. can't, didn't, hasn't
- learning the possessive apostrophe (singular) e.g. Sarah's book
- distinguishing between homophones and near-homophones e.g. to/too/two, there/their/they're, night/knight
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly (Sadness, enjoyment, playful, hopeless, happily)
- write from memory simple sentences dictated by the teacher