



# Year 2

## End of year expectations



This booklet is aimed to provide parents and carers with information about the end of year expectations in Year 2. All of the objectives will be directly taught, but your support at home is vital in helping your child throughout this year. If you have any questions about the content then your child's teacher will be happy to answer them.

What does this year involve?

(A few words from the year group teachers)

Welcome to year 2. We look forward to working with you to improve your skills and reach your goals.

Get yourself ready to work hard, listen well and enjoy learning about castles, mini-beasts and lots more.

# English



## Reading

I read most words quickly and accurately when I have read them before without sounding out and blending.

I can blend sounds in words that contain the graphemes learnt.

I can recognise and read alternative sounds for graphemes.

I can read accurately words of two or more syllables.

I can decode automatically and fluently.

I can read words with common suffixes.

I can read common exception words.

I can read and comment on unusual correspondence between grapheme and phoneme.

I can read most suitable books accurately, showing fluency and confidence.

I can talk about and give an opinion on a range of texts.

I can discuss the sequence of events in books and how they relate to each other.

I use prior knowledge, including context and vocabulary, to understand texts.

I can retell stories, including fairy stories and traditional tales.

I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.

I can find recurring language in stories and poems.

I can talk about my favourite words and phrases in stories and poems.

I can recite some poems by heart, with appropriate intonation.

I can answer and ask questions.

I can make predictions based on what I have read.

I can draw (simple) inferences from illustrations, events, characters' actions and speech.

## Writing

### Composition

I can write for different purposes, including real events.

I can plan and discuss the content of writing and record my ideas.

I can write narratives about personal experiences and those of others, both real and fictional.

I am able to orally rehearse structured sentences or sequences of sentences.

I can evaluate my own writing independently, with friends and with an adult.

I can proof-read to check for errors in spelling, grammar and punctuation.

# Writing

## **Spelling**

I can segment spoken words into phonemes and record these as graphemes.

I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.

I can spell words with alternative spellings, including a few common homophones.

I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.

I can identify phonemes in unfamiliar words and use syllables to divide words.

## **Handwriting**

I can form lower-case letters of the correct size relative to one another.

I can begin to use some of the diagonal and horizontal strokes needed to join letters.

I show that I know which letters are best left un-joined.

I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I use spacing between words that reflects the size of the letters.

## **Grammar and punctuation**

### **Sentence structure**

I can use subordination and co-ordination.

I can use expanded noun phrases.

I can say how the grammatical patterns in a sentence indicate its function.

### **Text structure**

I consistently use the present tense and past tense correctly.

I can use the progressive forms of verbs in the present and past tense.

### **Punctuation**

I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.

I correctly use question marks and exclamation marks,

I can use commas to separate items in a list.

I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

# Maths



## **Number, place value, approximation and estimation/rounding**

I can read and write numbers to at least 100 in numerals and in words.

I can compare and order numbers from 0 up to 100; using  $<$   $>$   $=$  signs.

I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

I recognise the place value of each digit in a 2-digit number.

I can identify, represent and estimate numbers using different representations, including the number line.

I can use place value and number facts to solve problems.

## **Calculations**

I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

I can add and subtract mentally, including:

A 2-digit number and ones

A 2-digit number and tens

Two 2-digit numbers

Adding three 1-digit numbers

I can add and subtract numbers using concrete objects and pictorial representations.

I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.

I can recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.

I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.

I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.

I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

## **Fractions, decimals and percentages**

I can write simple fractions.

I recognise, find, name and write fractions  $1/3$ ,  $1/4$ ,  $2/4$  and  $3/4$  of a length, shape, set of objects or quantity.

I recognise the equivalence of  $2/4$  and  $1/2$ .

## **Measurement**

I can choose and use standard units to estimate and measure mass in kg and g using scales.

I can choose and use standard units to estimate and measure temperature in °C using thermometers.

I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.

I can compare and order lengths, mass, volume/capacity and record the results using  $>$   $<$  and  $=$ .

I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.

I recognise and use symbols for £ and p and combine amounts to make a particular value.

I can find different combinations of coins that equal the same amount of money.

I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.

I can compare and sequence intervals of time.

I know the number of minutes in an hour.

I know the number of hours in a day.

I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

## **Geometry –properties of shapes**

I can identify 2D shapes on the surface of 3D shapes.

I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces I can compare and sort common 2D shapes and everyday objects.

I can compare and sort common 3D shapes and everyday objects.

I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.

## **Geometry –position and direction**

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 and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti clockwise).

## **Statistics**

I can interpret and construct simple pictograms.

I can interpret and construct tally charts.

I can interpret and construct block diagrams.

I can interpret and construct simple tables.

I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

I can ask and answer questions about totalling and comparing categorical data.



A few words from previous  
Year 2 pupils...



‘The tests aren’t  
that bad. The  
teachers are  
always there for  
you!’

‘The teachers  
expect you to be  
good.’

‘You get to learn  
fun things with  
great teachers.’

‘I was scared  
when I first came  
into year 2 but I  
got happier each  
day.’

‘You can improve  
on the things that  
you can’t do’

