

Reading

- Reads ahead to help with fluency & expression.
- Comments on plot, setting & characters in familiar & unfamiliar stories.
- Recounts main themes & events.
- Comments on structure of the text.
- Uses commas, question marks & exclamation marks to vary expression.
- Reads aloud with expression & intonation.
- Recognises:
 - speech marks
 - contractions
- Identifies past/present tense.
- Uses content and index to locate information.

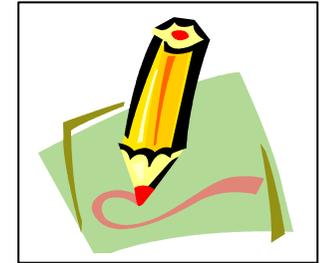


What can you do to help?

- Read to your child, often, from a wide variety of sources – stories, poems, cereal packets, recipes...anything.
- Read books that are too challenging for your child to read by themselves and ‘scaffold’ the reading, so that you read most of the text and you choose certain words or phrases for your child to read.
- Ask their opinion: ‘What’s going to happen next?’ ‘How do you know?’ ‘What makes you think that?’ ‘Who is your favourite character?’ ‘Why?’
- Listen to your child read aloud regularly – encourage them to change their voice when different characters are speaking – it’s more fun and helps with comprehension.
- Point out punctuation and discuss its purpose.
- Read and follow recipes – excellent for sequencing and asking ‘What comes next?’ and it might result in something nice to eat!
- Play word games such as Boggle /Bananagrams/ wordsearches
- If your child sends letters, maybe he/she will have to read a reply.
- Point out interesting words as you read and encourage your child to use a wide vocabulary when speaking, this will then filter through into his/ her writing.
- Have a treasure hunt where the clues are all written
- Read non-fiction; instructions; atlases and maps (encourage looking closely for detail); newspapers.

Writing

- Writes different kinds of sentences: statements, questions, exclamations, commands.
- Uses expanded noun phrases to add description & specification.
- Writes using subordination (when, if, that, because).
- Correctly & consistently uses present tense & past tense.
- Correctly & consistently uses:
 - Capital letters.
 - Full stops.
 - Question marks.
 - Exclamation marks.
 - Commas in a list.
 - Apostrophe (omission).
- Starting to use speech marks.
- Writes under headings.
- Uses diagonal & horizontal strokes to join handwriting.



What can you do to help?

Encourage your child to write as often as possible, but look for a purpose whenever possible...

- Write letters to grandparents/ cousins/ teacher.
- Write messages to your child, leave them around the house and get your child to write messages back.
- Have a silent conversation – instead of asking him/her how the day went write down the question and ask for a written answer (good for reading too).
- Keep a diary of a holiday or special weekend, this can be a family scrap book one page each.
- Write stories/ write lists/ write invitations/ facts to share in school.
- Practise handwriting using lined paper.

Tips for spelling:

It is very tempting to correct every spelling, but ask your child to choose 2 or 3 words he/she is not sure of and then look for the positives (there will be some) before you correct the errors. Use the ‘look, cover, write’ procedure to practise spellings and mnemonics for the more tricky words (the sillier the better).

Mathematics

- Compares & orders numbers up to 100.
- Reads & writes all numbers to 100 in digits & words.
- Says 10 more/less than any number to 100.
- Counts in multiples of 2, 3 & 5 & 10 from any number up to 100.
- Recalls & uses multiplication & division facts for 2, 5 & 10 tables (these have to be secure so that your child can recall them immediately), see the additional sheet with ideas to help your child.
- Recalls & uses +/- facts to 20 (these also have to be secure so that your child can recall them immediately, and use the facts in other calculations).
- Derives & uses related facts to 100.
- Recognises PV (place value) of any 2-digit number eg the 2 in 24 has a value of 20 or 2 tens and the four has a value of 4 ones.
- Adds & subtracts:
 - 2-digit nos & ones
 - 2-digit nos & tens
 - Two 2-digit nos
 - Three 1-digit nos
- Recognises & uses inverse (+/-).
- Calculates & writes multiplication & division calculations using multiplication tables.
- Recognises & uses inverse (\times/\div).
- Recognises, finds, names & writes $1/3$; $1/4$; $2/4$; $3/4$.
- Recognises the equivalence of simple fractions.
- Tells the time to five minutes, including quarter past/to.



What can you do to help?

The main thing that stops children enjoying Maths is an anxiety that can come from feeling that they are bad at it, so avoid that happening by giving your child opportunities to practise. Key pieces of equipment are a laminated number square and dice.

- Practise addition and subtraction using the number square for support e.g. $31 + 27$. Partition 27 into 20 and 7, move vertically 2 squares and horizontally 7.
- Add/ multiply ... the score of your dice (first to 100 is the winner)
- Baking activities are excellent for practicing weights and measures
- Shopping is good for addition, subtraction, multiplication, division and handling money
- Numeracy lends itself easily to games and apart from the many apps and board games available, you can make up your own – enjoy!

Addingham Primary School



End of Year Expectations for Year 2

You may be aware that September 2014 saw the introduction of the new national curriculum. This booklet provides information for parents and carers on the end of year expectations for children in Year 2. If a child meets all the objectives, they are considered to be at the 'expected' level of attainment. Any child who does not meet all the objectives will be deemed to be 'emerging' and any child meeting objectives beyond those set for the year group is assessed as 'exceeding'. Unless a child has a specific reason for not being able to meet the year group expectations (e.g an identified special educational need that affects their academic attainment) all children will be working towards being at the expected level by the end of the year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these objectives 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 talk to your Child's Class Teacher.