

# Year 2

## Curriculum Information for Parents



# Reading Targets

## A Year 2 Reader

### Word Reading

I can decode automatically and fluently.

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

I can recognise and read alternative sounds for graphemes.

I can read accurately words of two or more syllables that contain the same GPCs.

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

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

### Comprehension

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 about the text.

I can make predictions based on what I have read.

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

## Exceeding Year 2 Expectations

When reading aloud I can improve my meaning through my expression and intonation.

I can identify and comment on the main characters in stories and the way they relate to one another.

I can self-correct, look backwards and forwards in the text and search for meaning.

I can comment on the way the characters relate to one another

I can show an understanding of the main points of the text and re-tell the story.

I can make sensible predictions about what is likely to happen in the story and to different characters.

I know how suspense and humour are built up in a story, including the development of the plot.

I can recognise similarities in the plot or characters within different stories.

I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.

I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.

## **Writing Targets - A Year 2 Writer**

### **Transcription**

#### Spelling

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

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

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 unjoined.

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.

### **Composition**

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

I can write for different purposes, including real events.

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

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.

### **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, days of the week and the personal pronoun 'I'.

I use question marks and exclamation marks correctly.

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.

## **Exceeding Year 2 Expectations**

My descriptions are clear enough for people to recognise what is meant, even when things are not named.

I use some phrases and words that I come across in reading.

I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.

My stories have interesting endings that have been carefully thought about.

I am consistent in using the *first* or *third* person.

I keep my writing interesting throughout and I am not be tempted to look at quick ways to finish it.

I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.

I use a dictionary to check the spellings of words.

I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.

I take time to describe characters and events within stories, rather than move from one event to another.

## **Targets in Spoken Language**

### **A Year 2 Speaker**

I can ask question to get more information and clarify meaning.

I can talk in complete sentences.

I can decide when I need to use specific vocabulary.

I can take turns when talking in pairs or a small group.

I am aware that formal and informal situations require different language (*beginning*).

I can retell a story using narrative language and linking words and phrases.

I can hold the attention of people I am speaking to by adapting the way I talk.

I understand how to speak for different purposes and audiences (*beginning*).

I can perform a simple poem from memory.

## **Exceeding Year 2 Expectations**

I can use different style, tone and loudness of speech when speaking to a larger audience.

I can help the discussion to go well by listening and responding to others' ideas.

I can think of a some questions about a group of objects that is shared or discussed with the class.

I can explain the main things I have learnt from a presentation by someone else.

I can talk about why I think certain things happen in science.

I can talk about own feelings when thinking about a story.

I can choose persuasive language to suit the listener

I know when to vary my voice and language to express my feelings at a key moment.

I can make sure instructions follow one another in sequence.

I can decide how to present a poem dramatically, using all members of the group.

## **Mathematics Targets - A Year 2 Mathematician**

### **Number**

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

I recognise odd and even numbers to 100.

I can count in steps of 2, 3 and 5 from 0.

I recognise and can define the place value of each digit in a 2 digit number.

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

I can name the fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  and can find fractional values of shapes, lengths and numbers.

I can recall and use multiplication and division facts for the 2, 5 and 10x tables.

I can add and subtract a 2-digit number and ones.

I can add and subtract a 2-digit number and tens.

I can add and subtract two 2-digit numbers.

I can add three 1-digit numbers.

I can solve problems involving addition and subtraction.

I understand and can use commutativity in relation to addition, subtraction, multiplication and division.

### **Measurement and geometry**

I can choose and use appropriate standard units to estimate length, height, temperature and capacity.

I can tell and write the time to 5 minute intervals.

I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.

I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.

I can interpret and construct pictograms, tally charts, block diagram and simple tables.

## Exceeding Year 2 Expectations

I can count reliably up to 1000 in 2s, 5s and 10s.

I can count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000.

I can add and subtract fractions with a common denominator.

I can apply knowledge of number up to 100 to solve a one-step problem involving a addition, subtraction and simple multiplication and division.

I can apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context.

I can add and subtract two 2-digit and numbers to 100.

I can use an appropriate strategy to add and subtract numbers that move between and through 100, for example,  $97 + 7$ ;  $103 - 8$ .

I know about right angles and where they can be seen in the environment.

I can tell the time to 5 minute intervals with both analogue and digital clocks and relate one to the other.

I can measure, compare, add and subtract using common metric measures.

## SCIENCE TARGETS - A YEAR 2 SCIENTIST

### Working scientifically

#### (Y1 and Y2)

I can ask simple scientific questions.

I can use simple equipment to make observations.

I can carry out simple tests.

I can identify and classify things.

I can suggest what I have found out.

I can use simple data to answer questions

### Biology

#### Living things and their habitats

I can identify things that are living, dead and never lived.

I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).

I can identify and name plants and animals in a range of habitats.

I can match living things to their habitat.

I can describe how animals find their food.

I can name some different sources of food for animals.

I can explain a simple food chain.

#### Plants

I can describe how seeds and bulbs grow into plants.

I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

### Animals, including humans

I can explain the basic stages in a life cycle for animals, including humans.

I can describe what animals and humans need to survive.

I can describe why exercise, a balanced diet and good hygiene are important for humans.

### **Chemistry**

#### Uses of everyday materials

I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.

I can suggest why a material might or might not be used for a specific job.

I can explore how shapes can be changed by squashing, bending, twisting and stretching.

### **Physics**

No content.

## **Exceeding Year 2 Expectations**

I can say whether things happened as I expected and if not why not.

I can suggest more than one way of grouping animals and plants and explain my reasons.

I can use information from books and online sources to find things out.

I can name some characteristics of an animal that helps it to live in a particular habitat.

I can describe what animals need to survive and link this to their habitats.

I can describe what plants need to survive and link it to where they are found.

I can classify living things into groups according to a range of criteria I have been given.

I can describe the properties of different materials using words like transparent or opaque, flexible, etc.

I can say which materials are natural and which are man made.

I can tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.