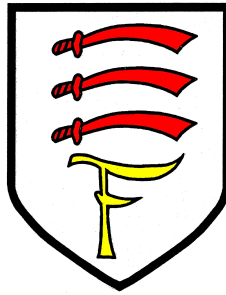


Year 2



National Curriculum

Expectations in Reading, Writing and Maths



Introduction

This booklet provides information for parents/carers on the end of year expectations for children in our school in **reading, writing and mathematics**. These are outlined in the National Curriculum and are the expectations which your child should meet each year. Your child's teacher will plan and teach to these objectives throughout the year as part of your child's learning.

When we assess the children, they may be 'working towards the expected standard' for the year group (we call this Year 2 Beginning or Developing), or 'working at the expected standard' for the year group (we call this Year 2 Embedded, which is the expectation for the end of the year). When children become confident in the skills, they deepen their understanding by working at greater depth. This means they can show success at a skill in more than one way. It could also mean that they can apply the skill or knowledge in a variety of different situations. Examples of this are problem-solving in different contexts in maths or science, or using a literacy skill in different genres in writing. We then assess children as 'working at a greater depth within the expected standard' (this may involve children working above the expectations for their year group).

Please talk to your child's teacher about how you can support your child's in working towards these expectations.

As well as academic achievement, we believe nurturing and supporting our children to be independent and caring young people is highly important. We want our children to be the best that they can be, and foster their interests and talents. As a school, we promote our core values of **respect, honesty, responsibility, kindness, self-belief and aspiration**. And our code of conduct emphasises these values and characteristics, as well as **good manners, working hard, effort (trying your best), pride, fairness, keeping everyone safe, care, listening, and behaving sensibly and thoughtfully towards each other**. We want our children to be responsible and caring citizens of the future.

Reading

By the end of Year 2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding (working out) individual words.

- Read accurately by blending sounds in words (sounds that have been taught so far)
- Read words of two or more syllables
- Read familiar words quickly and accurately without overt 'sounding out', and make a good attempt at reading unfamiliar words using phonic knowledge
- Check that text makes sense as they read, and correct inaccurate reading
- Re-read books to build up confidence and fluency in reading
- Listen to and discuss a wide range of stories, poems, plays and information books, including whole books
- Be familiar with a wide range of stories, fairy stories and traditional tales, and be able to retell these in their own words
- Discuss and express views about what has been read, and give examples from the text to justify views with support; take turns and listen to others
- Answer questions about what has been read, both fiction (stories) and non-fiction (information)
- Predict what might happen next based on what has been read so far
- Discuss the sequence of events in books, and how items of information are related
- Identify cause and effect in both narrative and non-fiction – for example, explain what has prompted a character's behaviour in a story, or why certain dates are commemorated annually



Writing

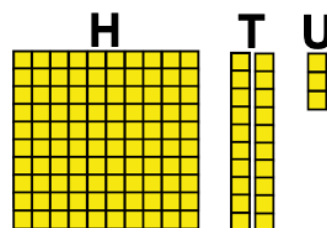
By the end of Year 2, a child's handwriting should be sufficiently advanced for them to write down ideas easily that they have composed verbally. Letters should be orientated correctly.

- Consider what is going to be written before beginning, by saying it out loud first
- Write for different purposes – stories, poetry, letters, description, information (non-fiction), etc.
- Use phonic knowledge to spell familiar words, and those with one or two syllables, correctly
- Spell unfamiliar words in a reasonable way, using phonic understanding, even if the words are spelt incorrectly
- Know and use a few common homophones (for example, some/sum, blew/blue, knight/night)
- Write longer sentences using conjunctions including 'when', 'if', 'that', 'because', 'and', 'or' and 'but'.
- Use the suffixes (end of words) –er and –est in adjectives and –ly to turn adjectives into adverb (for example, bright, brightest, brightly, and so on)
- Use the correct tense (present or past) throughout a piece of writing
- Use capital letters, full stops, question marks and exclamation marks correctly in writing
- Use an apostrophe to show something belongs to someone
- Use commas to separate items in a list
- Make simple improvements to writing, including additions, revisions and corrections, by proof-read writing to check for errors in spelling, grammar and punctuation
- Write capital letters, lower case letters and numbers neatly using the correct formation, making writing a reasonable size and writing letters and numbers the correct way round (orientation)

Mathematics

By the end of Year 2 a child should be mentally fluent with whole numbers, counting and place value. A child should know the number bonds to 20 (for example, $3+7=10$, $9+11=20$, $7+8=15$, etc. and recall these quickly without needed to count), be precise in using and understanding place value (for example, knowing that the digit 5 in 58 represents 5 tens = 50, know that 96 can be split into $90+6$, and so on) and describe, compare and sort different shapes.

- Count forwards and backwards to 0 in steps of 2, 3 and 5
- Count forwards and back in tens from any number (for example, 36, 46, 46... and 129, 119, 109, 99... etc.)
- Compare and order numbers from 0 to 100; use the symbols $<$ (less than) and $>$ (greater than) correctly
- Understand place value – the value of each digit in a number (for example, in 235, 2 represents 200 (2 hundreds), 3 represents 30 (3 tens) and 5 is 5 ones/units, and $200+30+5=235$)
- Know, and recall quickly, number bonds for all numbers up to 20 (that is, pairs of numbers that add together and total up to 20, for example $10+2$, $5+7$ and $11+1$ are number bonds for 12)
- Solve addition and subtraction problems up to a total of at least 100, using mental and written methods
- Solve problems involving addition and subtraction of money in context (for example, buying items, giving change, etc.), and simple addition and subtraction of measurements
- Recall and use multiplication and division facts for the 2, 5 and 10 times tables
- Solve problems involving multiplication using equipment, arrays, repeated addition, mental methods and multiplication facts
- Solve problems involving division using equipment, arrays, repeated addition, mental methods and division facts
- Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$, $3/4$ of a length, shape, set of objects or quantity
- Describe and compare different quantities and measurements, including length, mass (weight), capacity/volume, time and money
- Recognise and name 2D (flat) shapes, describe their properties, compare and sort/classify
- Recognise and name 3D (solid) shapes, describe their properties, compare and sort/classify
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line
- Recognise and find right angles (square corners)
- Distinguish between rotation as a turn, and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise)
- Ask and answer questions about information presented in bar charts and pictograms



5 times tables

