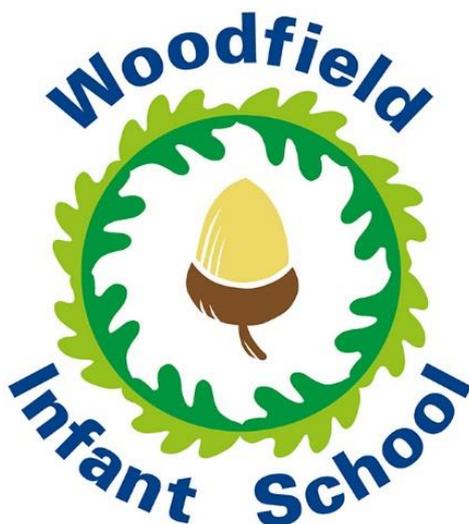


# **Woodfield Infant School**



## **End of Year Expectations:** **Year 2**

This booklet provides information for parents/carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

All of the objectives will be focused on throughout the year as part of your child's lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.

# Reading:

## Word Reading:

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can read accurately by blending sounds in words.
- I can accurately read words with two or more syllables which contain the graphemes that I know.
- I can read words containing common suffixes.
- I can read most words quickly and accurately, without sounding out and blending, when I have seen them many times.
- I can reread books to develop my fluency and accuracy.

## Comprehension:

To develop pleasure in reading, motivation, vocabulary and understanding:

- I can listen to and discuss a range of texts, stories, poems and non-fiction.
- I can retell an increasingly wide range of key stories, fairy tales and traditional tales orally using narrative language.
- I can recognise sequences of events.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can check that what I have read makes sense and self-correct if I need to.

# Writing:

## Spelling:

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings.
- I can spell common exception words.
- I can spell a more words that are contractions.
- 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.
- I can use the possessive apostrophe (singular).
- I can tell the difference between a homophone and a near homophone.

## Handwriting:

- I can hold a pencil comfortably and correctly.
- I can form lower-case letters of the correct size.
- 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 and poetry.
- 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 writing independently, with friends and adults.
- I can proof-read to check for errors in spelling, grammar and punctuation.
- I can make additions, revisions and corrections to my writing.
- I can read my writing aloud with correct intonation.

## Sentence structure:

- I can use subordination (when, if, that, because) and co-ordination (or, and, but).
- I can use expanded noun phrases.
- I can use statements, questions, commands and exclamations.

## 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 proper nouns 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.

# Mathematics:

## Number and Place Value:

- I can read and write all numbers to at least 100 in numerals and words.
- I can count in steps of 2, 3 and 5 from 0.
- I can count in steps of 10s to 0 forwards and backwards.
- 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 use place value and number facts to solve problems.
- 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.

## Number-Addition and Subtraction:

- I can recall and use addition and subtraction facts for all numbers up to 10 fluently.
- I can relate number facts to 10 to adding and subtracting multiples of 10.
- I can begin to recall addition and subtraction facts to 20.
- I can add and subtract using objects, pictures, written methods and mentally.
- 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 recognise and use the inverse relationship between addition and subtraction and use it to check my working.
- I can solve two step problems involving addition and subtraction.
- I understand and can use commutativity in relation to addition but not with subtraction.

## Number-Multiplication and Division:

- I can recall multiplication and division facts for the 10 x multiplication table and use the appropriate signs.
- I can recall and use multiplication and division facts for the 2 and 5 x tables.
- I recognise odd and even numbers to 100 and explain how I know a number is odd or even.
- I can explain the connection between multiplication and division by 2 and doubling and halving, and use this in problem solving.
- I can solve a problems using multiplication and division, materials, arrays, repeated addition, mental methods and multiplication and division facts.
- I can use the multiplication (X) division ( $\div$ ) and equals (=) signs when problem solving.
- I can show that multiplication of two numbers can be done in any order, is commutative but that division can not.

## Number-Fractions:

- I can recognise, find, name and write fractions of  $\frac{1}{2}$  of a length, shape, set of objects or quantity.
- I can begin to find  $\frac{1}{3}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$  of a small set of objects.
- I can express simple problems using fraction notation and solve them.
- I can recognise the equivalence of  $\frac{2}{4}$ s and  $\frac{1}{2}$  in practical situations.

## Measurement:

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can compare and order lengths, mass, volume/capacity and record the results using greater than, less than and equals to signs.
- I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.
- I can find different combinations of coins that equal the same amounts of money.

- I can tell and write the time to 5 minute intervals.
- I can tell and write the time including o'clock, half past, quarter past/to the hour and draw the hands on the clock face to show these times.
- I can say how many minutes in an hour and how many hours in a day.
- I can compare and sequence intervals of time.
- I can solve problems involving measures of the same unit, including giving change and time.

#### **Geometry-Properties of Shapes:**

- I can compare and sort 2D and 3D shapes according to their properties, including edges, vertices and faces.
- I can identify vertical lines of symmetry in 2D shapes.
- I can identify 2D shapes on the surface of 3D shapes.
- I can solve problems involving shapes.

#### **Geometry-Position and Direction:**

- I can order and arrange combinations of objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.
- I can tell the difference between rotation as a turn and in terms of right angles for  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  turns.

#### **Statistics:**

- I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables. .
- I can ask and answer questions where I have to sort by quantity, total and compare.