



# Year 2

## End of Year Expectations

**This booklet shares information about the end of year expectations for Year 2 pupils.**

**To support your child please focus on their targets shared at Parent Teacher Consultations.**

## Year 2 Reading Expectations

<b>Word Reading</b>	I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	I can draw on what I already know or on background information and vocabulary provided by my teacher.	<b>Comprehension</b>
	I can read accurately words of two or more syllables that contain the same graphemes as above.	I can check that the text makes sense to me as I read and correct inaccurate reading.	
	I can read words containing common suffixes.	I can make inferences on the basis of what is being said and done.	
	I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	I can answer and ask questions about the book I have read.	
	I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	I can predict what might happen on the basis of what has been read so far.	
	I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.	
	I can re-read these books to build up my fluency and confidence in word reading.	I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.	
I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.	<p style="text-align: center;"><b><u>How can you help your child?</u></b></p> <ul style="list-style-type: none"> <li>• Listen to your child read every day.</li> <li>• Find a quiet place to share books where you can be comfortable.</li> <li>• Talk about the book. Ask questions to ensure your child understands the text they are reading.</li> <li>• Encourage your child to read a range of texts such as newspapers, comics, poetry, non-fiction, etc.</li> <li>• Share a book with your child. This may involve you reading to them or reading and talking together about the book.</li> <li>• Play word games – use your child’s word cards or a selection of the tricky words (given later in the booklet).</li> </ul>		
I can discuss the sequence of events in books and how items of information are related.			
I am becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.			
I am being introduced to non-fiction books that are structured in different ways.			
I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.			
I can discuss my favourite words and phrases.			
I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.			

## Questions to ask whilst reading.

Examples of open and closed questions you can ask about a text:

- Which character is your favourite?
- Which was the best bit of the story?
- Where is the story set?
- Who are the characters in the story?
- What happens in the middle of the story?
- What is the problem in the story?
- Can you find some timing words that indicate when events took place?
- What happened after.....?
- Describe what happened when.....
- How did ..... make you feel?
- Why is ..... important?
- What does this tell us about how ..... is feeling/thinking?
- Have you ever had a similar experience?
- How did you feel?
- Who do you know is like .....?
- Could this have happened in .....?
- What might happen next?
- Can you think of three words that describe a character's appearance?
- Can you retell stories, giving the main points in sequence?
- Look at the cover and the title of a book. What do you think might happen in the story?
- Do you agree or disagree with the author? Why?
- If you want to find out about ..... How could you do it?
- What's the best place to look for information about .....?



## Year 2 Writing Expectations

I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	I am developing positive attitudes towards and stamina for writing by writing about real events.
I am learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	I am developing positive attitudes towards and stamina for writing by writing poetry.
I am learning to spell common exception	I am developing positive attitudes towards and stamina for writing by writing for different purposes.
I am learning to spell more words with contracted forms.	I consider what I am going to write before beginning by planning or saying out loud what I am going to write about.
I am learning the possessive apostrophe (singular) [for example, the girl's book].	I consider what I am going to write before beginning by writing down ideas and/or key words, including new vocabulary.
I can distinguish between homophones and near-homophones.	I can encapsulate what I want to say, sentence by sentence.
I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	I can make simple additions, revisions and corrections to my own writing by evaluating my writing
I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	I can make simple additions, revisions and corrections to my own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
I can form lower-case letters of the correct size relative to one another.	I can make simple additions, revisions and corrections to my own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I can make simple additions, revisions and corrections to my own writing by read aloud what I have written with appropriate intonation to make the meaning clear.
I can use spacing between words that reflects the size of the letters.	I am learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
I am developing positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).	I am learning to use sentences with different forms: statement, question, exclamation, command.
I am learning how to use grammar for year 2	I am learning to use the present and past tenses correctly and consistently including the progressive form.
I am learning how to use some features of written Standard English.	I am learning to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
I can use and understand the grammatical terminology	

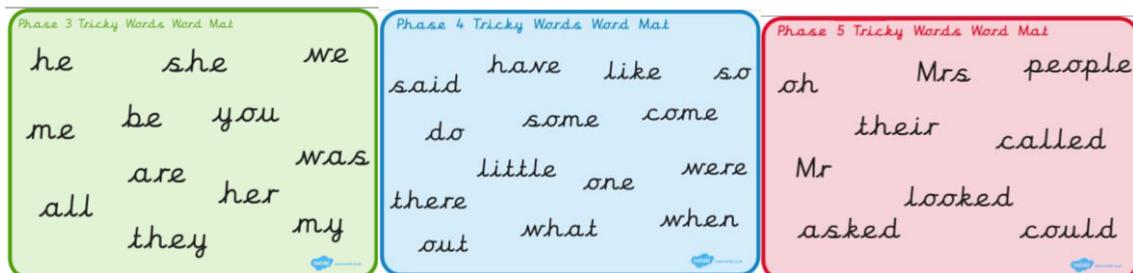
## Ways to support writing at home:

There are many different concepts to master when learning to write

- Handwriting – how to form each letter correctly.
- Letter to sound correspondence – remember which letter or letter combination make each sound.
- Spelling
- Punctuation.
- Sentence structure.
- Composition – what do I want to write?

### **To support your child's writing progress:**

- ✓ The basis of good writing is good talk. When you visit places, encourage your child to talk about what has been seen, heard, smelled, tasted, touched. Encourage children to share their experiences in as much detail as possible!
- ✓ Encourage your child to rehearse their sentence out loud before they write it down.
- ✓ Always encourage children to punctuate their sentences with a full-stop and capital letter.
- ✓ Encourage your child to use the phonics that they know to spell words.
- ✓ Practise writing tricky words which cannot be spelt phonetically.



- ✓ Also practise writing the common exception words (shown overleaf).
- ✓ Make writing purposeful – let your child write their own Christmas cards, thank you letters, cards or e-mails to friends or relatives, invitations to a party, or a list of things they need to take on holiday.
- ✓ Finally, **praise your child's efforts at writing** – it's not an easy thing to do! Focus on a word they spelt correctly, neat handwriting, a good describing word or good use of punctuation. Remember, it is difficult to get everything right when you are learning!

# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	





# Year 2 Maths Expectations



I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	I can recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
I can recognise the place value of each digit in a two-digit numbers (tens, ones).	I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .
I can identify, represent and estimate numbers using different representations, including the number line.	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
I can compare and order numbers from 0 up to 100; use <, > and = signs.	
I can read and write numbers to at least 100 in numerals and in words.	I can compare and order lengths, mass, volume/capacity and record the results using >, < and =.
I can use place value and number facts to solve problems.	I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
I can solve problems with addition and subtraction:	I can find different combinations of coins that equal the same amounts of money.
<ul style="list-style-type: none"> <li>✓ using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</li> <li>✓ applying my increasing knowledge of mental and written methods</li> <li>✓ recall and use addition and subtraction facts to 20</li> <li>✓ fluently, and derive and use related facts up to 100</li> </ul>	I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
	I can compare and sequence intervals of time.
	I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:	I can know the number of minutes in an hour and the number of hours in a day.
<ul style="list-style-type: none"> <li>✓ a two-digit number and ones</li> <li>✓ a two-digit number and tens</li> <li>✓ two two-digit numbers</li> <li>✓ adding three one-digit numbers</li> <li>✓ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>✓ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	I can identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
	I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
	I can identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
	I can compare and sort common 2D and 3D shapes and everyday objects.
	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.	I can ask and answer questions about totalling and comparing categorical data.
I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	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).
I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
I can order and arrange combinations of mathematical objects in patterns and sequences.	

## Ways to support maths at home:

### Shopping games

- Set up a mini supermarket in the kitchen and give the children some real money to go shopping with.
- Change can be the trickiest concept and needs to be taught in 'real' shopping activities which can be done really well at home.



### Measuring

- Cooking- weighing and following instructions.
- Measure yourself! - make a height strip. Keep a graph to show your growth! How much have you grown?
- Measure stuff! - use a tape measure.
- Tell the time- how long until...? Analogue/ digital time, days of the week, months of the year, dates etc.

## Maths learning at home

### Number games

- Board games
- Snakes and ladders
- Dominoes
- Playing card games eg snap, doubles,
- Dice games
- Sharing sweets, objects etc.



### Shapes everywhere

- Shopping Shape Sort; let your child loose on the packages and sort them into cuboids, cylinders, cubes.
- 2-D shape pictures and patterns.
- Which shapes can you draw? You will need a ruler for some of them!

### Picnic or Party maths

- Preparing food for a group of people is a real problem solving opportunity; how many cups can we fill with one jug, how many pieces of pizza can we cut from each one? A great opportunity to use terms such as 'half', 'quarter' and 'double'.

